

Point of View

By Madeleine F. Green

The Accidental President: Views of Theory and Reality

SENIOR STAFF MEMBERS at national higher-education associations are supposed to be one of two general types: those who already have had distinguished careers as college or university presidents and those who aspire to that supreme position. The common belief is that real life happens in the trenches—on campuses—and that the noblest occupants of those trenches are beleaguered college presidents. They troop to their national associations to reflect solemnly on broad issues and to guide naive association staff members protected from the true grit of campus life.

When I came to the American Council on Education in 1974 as an assistant project director, my professional campus experience consisted of three years of teaching French language and literature at a private women's college in Boston. My academic life began and ended in the classroom. Department chairs seemed to serve a useful function, but, for the life of me, I couldn't fathom what provosts and presidents did.

In the ensuing years, however, I traveled widely to college and university campuses and worked with hundreds of ACE Fellows, presidents and other senior administrators, and faculty members. I got to know them; learned about the issues that were important to them; heard their war stories and their personal tales of elation and depression. I was able to compare and contrast a wide sampling of U.S. colleges and universities. Not knowing any better, I thought that I could learn something about campus life through my work at ACE. I had a unique window on the world of higher-education leadership, and I happily took advantage of it.

Yet, to the astonishment of my friends who were college presidents, I did not crave a presidency myself. I did not long to be in "the real world." I have never planned my career, never thought about "positioning" myself for the next move. I was content to direct ACE's Fellows Program and its Center for Leadership Development, initiating new projects and writing about leadership and campus issues. However, when an opportunity fell into my lap in August of 1990 to serve as interim president of Mount Vernon College, a women's college in Washington, D.C., I accepted the job. I reasoned that I was not averse to the "real world," as my campus colleagues defined it, and that assuming the position would allow me to test my theories as well as my mettle. I was sobered, however, by my understanding of the darker side of college presidency—and the reality that I was in charge.

My friends in the trenches were amused: "It's one thing to write about leadership and quite another to do it. Now it's your turn." As the year progressed, I heard the same question repeatedly: "Now that you've experienced real-life leadership, does the reality match your theories? Was writing about leadership at all relevant to what you're doing now as a president?" The unstated message, of course, was that I now had joined the ranks of those brave warriors who had wrestled with the administrative dragon; finally, I would be able to distinguish real life from the pale imitation perceived by association staffers or discussed in the higher-education literature.

As I began my presidential year, I doubted that I would encounter many stunning surprises. But I knew that I was vulnerable, since I had made various pronouncements about leadership in my writing. Would I have to issue a public retraction? I knew that I would be operating from a well-thought-out conceptual framework, filed in the mental compartment called "knowing." But, I also knew that on the spot, one doesn't consult one's ideas, values, and beliefs like a manual. Rather, one operates from the compartments called "feeling" and "doing." Since there was little time for reflection, I led from my instincts, like most presidents,

and hoped that they had been adequately honed by prior reflection and that my actions would jibe with my professional beliefs.

I spent most of my year lurching from one crisis to the next. On arriving at Mount Vernon, I found nothing out of the ordinary for the president of a small college: a distrustful, demoralized faculty and staff; an imminent union election by the approximately 40 staff members, many of whom saw no other way to be heard; and severe financial problems. The board simply wanted someone to hold the college together until a permanent president could be found.

So how did the conventional wisdom about leadership and my own interpretations of it hold up? I present three theories, followed by the reality I experienced as a college president:

Theory: Management and leadership are quite different. Several leadership gurus are quite clear on this distinction. They associate leadership with exerting influence; providing guidance, vision, and innovative

"Finally, I would be able to distinguish real life from the pale imitation perceived by association staffers or discussed in the higher-education literature."

ideas; and focusing people's attention on important issues. Leadership is seen as a lofty, inspiring, and sometimes "transforming" enterprise. Management, on the other hand, is seen as concerned with command, control, and making things work—a pedestrian undertaking compared with the soaring possibilities of leadership.

I had never bought that dichotomy, and my year as president confirmed that the borders between management and leadership are fuzzy indeed. Yes, leaders need vision, but leaders don't necessarily have visions, which is the impression that some theorists give. My approach to leadership and my reality were a lot more modest. More often than not, leadership was demonstrated through an accumulation of small acts, many of them management decisions.

In a small college, presidents are in the trenches—prodding, pushing, nudging, selling, and negotiating with faculty and staff members, students, parents, board members. Of course, one has to know why one is doing all that and where one is headed. But a vision isn't of much use if it's not shared by those who must make it a reality. Most days, I managed my way to leadership. I believe that my fellow presidents would say that they do the same.

Theory: Leadership is largely symbolic, and a president is the living symbol of an institution. This I agreed with; my conversations with dozens of presidents had corroborated it. Such symbolism is what makes the presidency a 24-hour-a-day job and every conversation and speech important. Presidents are watched closely; their comments are interpreted and reinterpreted; their body language scrutinized, and their mood titrated as a measure of the state of the college. Leader and institution are fused.

I knew all of this going into my year, but I experienced some twists that I hadn't anticipated. The most important twist to remember, I knew, was that a symbol is not a person; I was me, not a symbol. Thus I scrupulously worked to separate myself from my position. What I forgot was that no one else saw that important difference. To everyone else, I was a living, breathing symbol; the recipient of everyone's project-

ed hopes and frustrations. It doesn't matter to anyone but the president that it's just you in there, but God help the president who forgets that.

I concluded that the more distance a president can get from the role, the better. The need for private time and space is great, but those are scarce commodities. I was fortunate in that my own home was 15 minutes from the campus. (Many community-college presidents and some presidents of four-year institutions have the same luxury.) When I finally did drag myself wearily home from the office, it was to my own private space with my family, not to a fishbowl on the campus.

Why not use presidential residences for entertaining and official functions and let presidents really be off-duty when they go home? A private home, providing some physical and emotional distance from campus, might do a lot for presidential sanity (and reduce the number of careers gone awry over the costs of presidents' official residences).

Theory: Institutional change requires vigorous leadership from the top. Theorists disagree about the importance of presidential leadership. One camp thinks it is pivotal, maintaining that strong leaders are needed to overcome the institutional inertia that is bred by the enervating politics of academic life. Another group sees colleges as "organized anarchies," fluid organizations on which leaders have little impact.

Before becoming a president, I was convinced by my observations and simple intuition that leaders do make a difference, although probably less of one than some scholars might think. Now, having served as a president, I am more aware than ever of the limitations on a president's influence and of the truth of my conviction that presidential leadership by itself is insufficient.

A PRESIDENT'S VISION is only as effective as the number of constituents who embrace it. Presidential vision is produced by an unusual alchemy of the hopes, aspirations, strengths, and fears of many different people. A president elicits these from others and reflects them back in different forms. That is not to say that presidents simply mirror the combined wishes (usually conflicting) of their constituents. But if constituents don't see any of their own ideas or values mirrored in a president's vision, the road ahead is perilous.

An important aspect of leadership that receives too little attention is the importance of strong leaders throughout an institution. Presidents must develop strong leaders not only among senior administrators but also among department chairs, committee heads, faculty and staff members, and students. These people are the engine of change; without healthy, positive, and responsible leadership from the ranks, presidents and deans are paralyzed. As a president, I constantly tried to develop leaders by giving faculty and staff members who wanted to make a positive contribution the opportunity and room to lead.

My year in the trenches gave me first-hand experience in unrelenting stress and tension. Because the college's future was imperiled, every decision counted; no margin for error existed. Between the tidal waves of crisis, I sometimes wondered why smart people choose to do this for a living. But there were joys, too: the students, the sense of inching an institution forward bit by bit, the feeling of being a part of a special community.

"So," my friends ask me, "will you do it again? Have you acquired a taste for being president?" My reply is that I honestly don't know: I have never planned my career, and I see no need to start now.

Madeleine F. Green is a vice-president of the American Council on Education.

Quote, Unquote

News Summary: Page A3

"The Merlins of the cold war. Their wizardry could tip the balance of superpowers in the twinkling of a quark."

A newspaper columnist, on the influence of physicists: A1

"In terms of the basic science, I think the answer is already in: There is nothing deeply problematic about doubling the human life span."

A professor of ecology and evolutionary biology: A9

"The art-history establishment has failed to demonstrate itself as a viable, responsible discipline in modern society and runs the risk of reducing itself to a mere antiquarian activity."

A professor of art history, on the lack of debate over restorations: B3

"The Willie Sutton complex is alive and well and living in every state that has a healthy pension fund."

A lawyer, on efforts to cut contributions to state pensions: A27

"It's destroying some scientific schools. What took decades to build up is now taking months to destroy."

A Russian physicist, on the scientific brain drain there: A41

"This is a struggle for the soul of this institution. The question that will be answered here is essentially this: What is our mission? Why do we exist? Are we here to teach and learn or are we here to house big-time athletics?"

The president of the U. of Nevada at Las Vegas: A39

"It's my hobby. It became my education and then my profession. I can't complain."

Samir A. Husni, a self-described student of the newsstand: A7

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THE CHRONICLE

of Higher Education.

March 4, 1992 • \$2.75
Volume XXXVIII, Number 26Teaching Assistants
Get More Training

Many colleges are expanding training programs for teaching assistants. Derina Sum Samuel, a TA from Zambia, says Syracuse University's intensive program helped her overcome her nervousness about "walking into a classroom of American students." Story on Page A17.

Dominance of Science Policy by Physicists Seen Waning
With End of Cold War and Rise of Biological Research

By COLLEEN CORDS

After dominating U.S. science and technology policy for decades, physicists must now share their influence with others, especially biological scientists.

That's the view of some science analysts, who say the end of the cold war and the explosion of opportunities in biological research point to a new balance of power in the sciences—one with important implications for how the federal government supports scientific research.

After World War II, many of the most exciting technological advances stemmed from fundamental discoveries in the physical sciences. But today the biological revolution—spurred in part by contributions from physicists and chemists—is producing an avalanche of stunning scientific and technological progress, the analysts suggest. Administration officials say that recent actions by the National Science Foundation and the White House indicate that the federal government has recognized the change.

Bolstered by Public Image

The decline in the influence of physicists was discussed in a recent column by Michael Schrage, a columnist for *The Los Angeles Times*. The column has sparked debate among scientists with its assertion that "the age of the physicists is over." Mr.



Nicolas Bloembergen of Harvard U. Physicists had and still has an important role in making the dreams of biotechnology come true.

Schrage called the physicists. "Their wizardry could tip the balance of superpowers in the twinkling of a quark."

Bolstered by that public image, he wrote, they won large amounts of federal money for national laboratories, "Star Wars" research, and high-energy accelerators, including the multibillion-dollar

Superconducting Supercollider. They also often won a relatively large share of the top posts for scientists in academe, industry, and government.

But the influence of physicists is now waning, he said, because of changes in geopolitics and the nation's scientific and technological priorities.

Role of the Atomic Bomb

Some physicists contend that Mr. Schrage's analysis exaggerated and oversimplified the influence of physicists and the role of the atomic bomb in enhancing their power.

Donald N. Langenberg, a physicist who is chancellor of the University of Maryland, argues that physicists' role in developing the nuclear bomb thrust them into the Washington spotlight.

After the war, he adds, it was natural for politicians to turn for advice to scientists they knew.

"It's probably fair to say that nuclear weapons provided the early entrée for some physicists to learn how to function in Washington," Mr. Langenberg says.

Nicolas Bloembergen, professor emeritus of physics at Harvard University, emphasizes that the prominence of physicists has not been limited to defense. He points to the use of lasers in medicine and advances in high-temperature superconductors, including the multibillion-dollar

Continued on Page A32

ANNOUNCING UP TO \$2.5 MILLION IN QUARTERDECK EDUCATION MATCHING GRANTS AVAILABLE BEFORE APRIL 15, 1992

New QEMM-386 v6.

"It's nothing less than a dream come true!"
—Steve Gibson, InfoWorld 3/26/91

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PC WEEK
ANALYST'S CHOICE

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This Week in The Chronicle

March 4, 1992

Research

A MAVERICK'S VIEW OF THE ORIGINS OF FREEDOM
Praise and criticism surround a sociologist's contention, in an award-winning book, that freedom in Western society owes its birth to slavery: A8

NEW FINDINGS FROM STUDIES OF AGING
Researchers who have bred flies and worms to live nearly twice as long as their normal life spans say human life can be greatly lengthened: A9

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National Academy of Engineering elects new members: A14
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Four new computer programs; two new optical disks: A26

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HELP FOR TEACHING ASSISTANTS
Spurred by concerns over the quality of undergraduate education, colleges are expanding efforts to teach teaching assistants how to teach: A17

A LOVE AFFAIR WITH MAGAZINES
A journalism professor obsessed with new magazines produces a guide with a fervent following in the publishing world: A7

MONEY REDRESS UNDER TITLE IX
The Supreme Court says victims of intentional sex discrimination can sue their colleges for damages: A39

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The jobs and salaries of tenured faculty members have been sacrosanct for too long. Opinion: B1



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After decades of dominating science policy, physicists must now share their influence with others, especially biologists, some science analysts say: A1

STATES TRIM PENSION-PLAN CONTRIBUTIONS
College employees are fighting back, accusing politicians of plundering retirement nest eggs: A27

SENATE BACKS COLLEGE BILL
■ An overwhelming vote to reauthorize the Higher Education Act comes after sponsors abandon a plan to require full financing for Pell Grants: A27
■ Senators introduce a bill to test the idea of giving direct federal loans to students at 300 colleges: A30

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Some on campus believe a football team would help put the U. of South Florida in the spotlight; others ask whether it can afford one: A38

MUSCLE FOR SEX-BIAS CASES

In a ruling that surprises legal experts, the Supreme Court says victims of intentional sex discrimination can sue their colleges for punitive damages: A39

THE TARKANIAN SAGA CONTINUES

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Federal officials say they'll alter proposed regulations that colleges fear would make it harder to bring foreign students and professors to American campuses: A41

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WHERE ARE THE ART HISTORIANS?

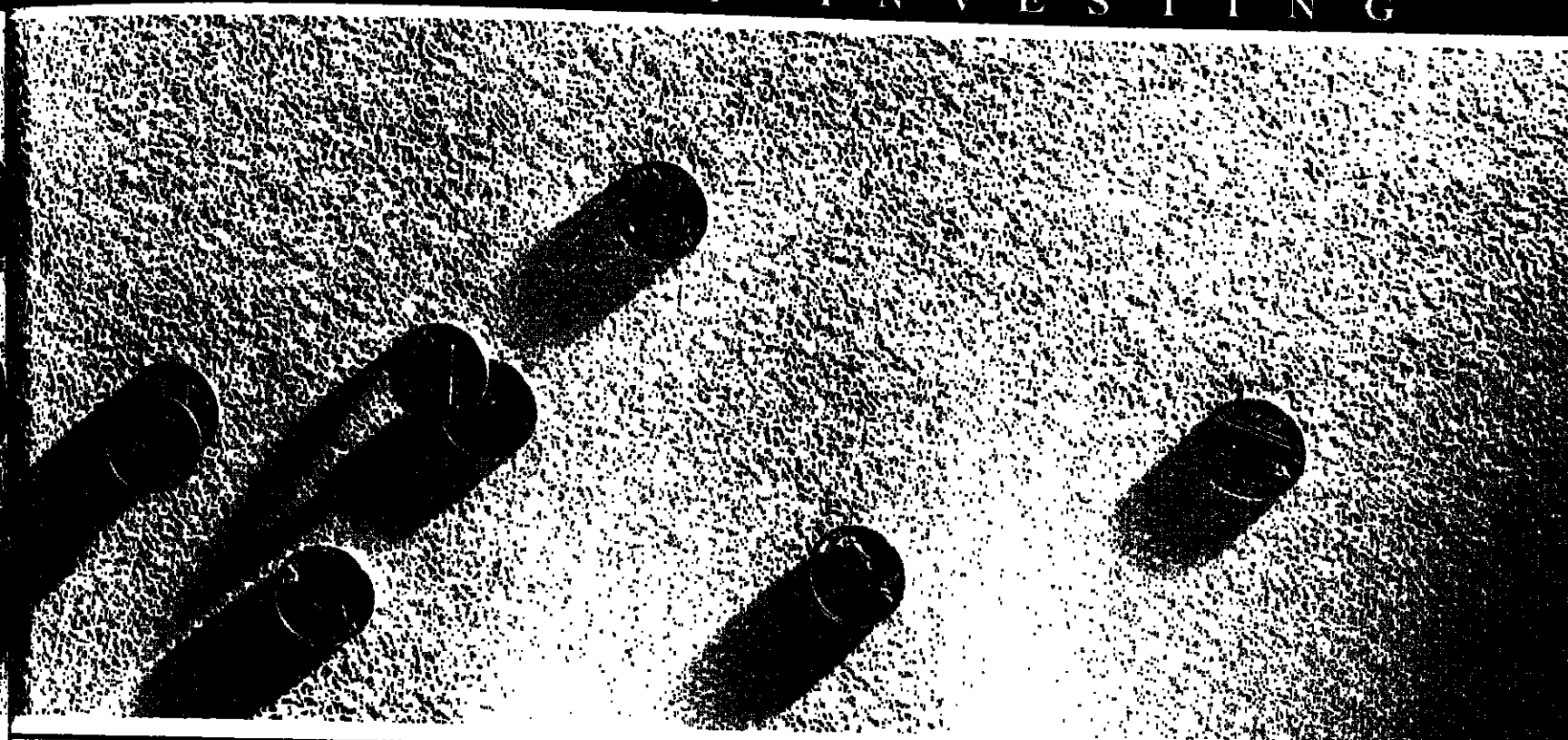
A peculiar silence from the scholarly community about how well the job of art restoration is being done has undermined the art-history establishment. Opinion: B3

'THE COLUMBUS OF THE WOODS'

An exhibition at Washington University focuses on Daniel Boone's role as a "central persona" in America's search for identity. End Paper: B68

Gazette: A45

PRINCIPLES of SOUND RETIREMENT INVESTING



EVERYONE WILL GIVE YOU THEIR TWO CENTS WORTH, BUT WILL THAT BE ENOUGH TO RETIRE ON?

These days, there seems to be an investment expert or financial adviser almost everywhere you turn. Just how qualified are all these experts? Peace of mind about your retirement comes from solid planning. From investments and services designed and managed with *your* needs and retirement security specifically in mind. That's what TIAA-CREF has been providing for more than 70 years.

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MARGINALIA

Headline in the *Daily Egyptian*, the student paper at Southern Illinois University at Carbondale:

PROFESSOR EXPLODES GETTING FIRST CAMPUS BOMB THREATS OF YEAR
"The power of suggestion?" a reader couldn't help wondering.

From *The Daily Texan*, the newspaper at the University of Texas at Austin:

"In yet another instance of media bandwagoning, the American totem of free speech will be run up the First Amendment flagpole Sunday

Let's hope the flagpole doesn't split.

News item in *The Reporter*, the student paper at Mankato State University:

"Jon Pluto's night class was almost over Thursday at about 9:20 p.m. when he thought he smelled something.

"God, do you smell smoke?" Pluto, a Mankato State University graduate student, asked his classmate.

And the classmate replied . . . ?

History we'll bet you didn't know till now (from *Carnegie Mellon*, the alumni magazine at the university of the same name):

"While most Western people think of flower arranging as a feminine chore, the 1,400-year-old Japanese art of ikebana was invented by a British priest in Japan."

A reader at Western Washington University has sent us an article from the *Encyclopedia of Earth Sciences*, Vol. xv (1984 edition), that contained this information:

"When in motion, some sands emit sounds that are audible to the human ear. Such sands have been described from several parts of the world and have been variously called *roaring*, *booming*, *squeaking*, *singing*, *musical* and *sounding sands*."

Which may explain a note in *Fast*, Western Washington's faculty-staff newsletter, reporting that a professor had given a paper at the "annual meeting, the International Society of Choral Reef Studies."

From an ad in our "Bulletin Board" section:

"The University of Colorado at Denver invites applications and nominations for the position of director of Student Life. cu-Denver is a public, urban, commuter institution with a student enrollment of approximately one million, located at the foot of the Rocky Mountains."

It just seems like a million, at that altitude.

—C.O.

In Brief



CHRIS HILL/STAFF, CORNELL UNIVERSITY

Students are climbing the wall at Cornell U.

ITHACA, N.Y.—Cornell University, home of North America's largest artificial rock-climbing wall (above), last month also became the site of what may have been the nation's largest inter-

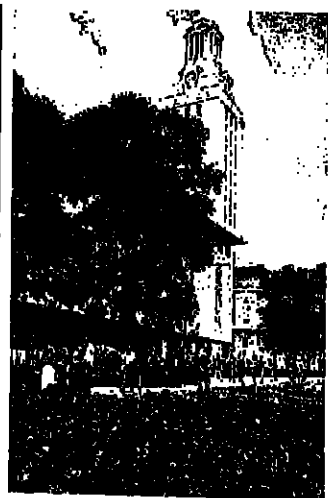
collegiate rock-climbing event. Nearly 100 students from 15 universities participated in the two-day festival, sponsored by Cornell's outdoor-education department. The event took place at

Tower shop may open, 26 years after shootings

AUSTIN, TEX.—Twenty-six years after a gunman killed 15 people from the observation deck of the University of Texas administration tower (right), a university committee has voted to allow a coffee shop to open one floor below.

The University Council decided, however, that the observation deck should remain closed, as it has since 1975. The decision to open the coffee shop on the tower's 27th floor must be approved by President William H. Cunningham. Students who had pushed for the coffee shop predicted it was a first step toward eventually reopening the deck.

Over the years, students have tried unsuccessfully to persuade the university to reopen the open-



LARRY MURPHY

air deck, which offers a dramatic view of the campus.

Opposition is based in part on the grim history of the tower. Seven students committed suicide by leaping from it between 1945 and 1974.

Financial problems force college to close in June

DODGE CITY, KAN.—A large deficit and high student-loan default rate will force St. Mary of the Plains College to close at the end of June.

The college's sponsor, the Congregation of the Sisters of St. Joseph of Wichita, has accepted the Board of Regents' vote to close the 40-year-old institution.

St. Mary of the Plains, faced with a declining student enrollment, reported a \$215,000 deficit in its 1991 budget of \$8-million. Officials have projected a \$970,000 deficit for this year.

In addition, 43.7 per cent of the students who graduated or left the

college in 1989 have defaulted on their federal student loans. Such a rate ultimately could have made students at the institution ineligible for federal aid.

Officials blame the high default rate on a vocational program the college operated in conjunction with a truck-driving school from 1985 to 1990. Without the defaults from students enrolled in that program, St. Mary's rate would have been 8.1 per cent.

The U.S. Education Department has said the program did not meet aid-eligibility requirements, and it has asked the college to repay \$94-million given to students enrolled in the truck-driving school. A community group will try to help the college's 160 professors and staff workers find new jobs.

Professor found guilty of research fraud

LOS ANGELES—A faculty member at the University of California campus here pleaded guilty in federal court last week to defrauding the federal government of \$590,000. He will repay \$1.6-million in fines and penalties under a plea agreement.

Cavour W. Yeh, a professor of electrical engineering since 1967, also may be given a prison term of up to two years by U.S. District Judge Harry Hupp at a sentencing scheduled for May, said Nathan Hochman, an assistant U.S. attorney. Under the agreement, Mr. Yeh must resign his faculty position and repay \$150,000 to the university.

Mr. Yeh, who has been on unpaid leave from the university since 1990, hired his brother and two sisters to work on federal grants he obtained for bogus research projects. He received kickbacks from his siblings, Mr. Hochman said.

Mr. Yeh's relatives also pleaded guilty to conspiracy to conceal the scheme, which was carried out between 1981 and 1988.

Corrections

An article about potential nominees to the National Council on the Humanities (*The Chronicle*, February 19) incorrectly identified Alan C. Kors. Mr. Kors is a professor of history at the University of Pennsylvania.

An article on a new grant program by the Robert Wood Johnson Foundation (*The Chronicle*, February 5) incorrectly stated that about 60 per cent of the

Students skip classes to protest aid plan

MIDDLETOWN, CONN.—At least 300 Wesleyan University students skipped classes to participate in a day-long sit-in at an administration building last week. The students were protesting a proposal to end the college's policy of accepting qualified students regardless of their financial need.

The proposal was put forward by President William M. Chace as part of a long-range planning document. It was presented to the university's board of trustees last week, but a final decision is not expected until at least May.

The plan is aimed at stemming the university's burgeoning financial-aid budget. Last year, Wesleyan spent \$11.8-million on aid. Under the plan, the university reserves the right to admit only those students on the waiting list who could pay their bills without help from the institution.

Cadets get a view of history in TV movie

MOUNT BERRY, GA.—Cadets at North Georgia College donned wigs and 19th-century uniforms for the ABC-TV movie "The Class of '61."

The cadets from the state military college represented the members of the West Point Class of 1861 in the Civil War drama (below). Cadets in that class never graduated because they had to serve in the war.

The cadets from North Georgia filmed two scenes at Berry College here, where the movie was being filmed. One scene took place on the drill field, where cadets sang "Dixie" or "The Star Spangled Banner." Each student was paid \$50 for his work.



MARK COTTELL/ST. MARY'S COLLEGE

Three trustees resign from black college

DALLAS — Three prominent trustees of Paul Quinn College, including one of the college's strongest supporters and financial contributors, have resigned.

A college spokesman said the three had resigned because of heavy workloads and job commitments. But their departures fueled concerns about the college's financial stability.

One of the resigning trustees was Comer Cottrell, a Dallas businessman who helped Paul Quinn move from Waco to Dallas two

years ago. Paul Quinn, a historically black college, moved to the campus of the now-defunct Bishop College after Mr. Cottrell bought the campus in a liquidation auction.

The other trustees were George W. Bush, managing general partner of the Texas Rangers professional baseball team and President Bush's son, and Alphonso Jackson, director of the Dallas Housing authority.

Mr. Cottrell, chief executive officer of the Pro-Line Corporation, a hair-products company, said he had resigned to devote more time to his job. He said his decision in no way lessened his commitment to Paul Quinn.



U. of Maine sells its 58 Jerseys

ORONO, ME.—As part of a series of mid-year budget cuts, the University of Maine has sold its herd of 58 Jersey cows, including Fascinator Violin and Duncan Doughnut (above), to a local auctioneer for \$27,000.

The sale of the cows, and the dismissal of four employees who worked with them, is expected to

save the university's Agricultural Experiment Station \$80,000 a year. The university has conducted research on dairy cows for over a century. It still has 175 Holsteins.

The station must cut a total of \$172,000 from its budget this year. It plans an early-retirement program and a hiring freeze.



Meningitis scare prompts vaccinations

CHAMPAIGN, ILL.—More than 10,000 students at the University of Illinois received free vaccines last week against bacterial infections that killed two students at the university last year. Five other students at the university—and one student at nearby Parkland College—have been infected with the bacteria this year.

The bacteria can cause blood infections or meningitis, an in-

flammation of the brain lining. The fatal cases last year were blamed on blood infections.

The Centers for Disease Control in Atlanta called the vaccinations, which took place in the university's Armory, "the most prudent option to prevent additional cases." People are at risk of becoming infected if they have had viral infections and have been living in crowded environments.

PORTRAIT

'The Planet's Leading Expert on New Magazines'

By LIZ McMILLEN

It's 10:00 on a Friday morning, and Samir A. Husni is haunting a Memphis newsstand. The delivery truck has just dropped off a fresh load of the latest newspapers and magazines, and Mr. Husni's eyes dart across the jumble of covers. In a few moments, a title that wasn't there last week catches his eye: *Drunken Boat*, the *Anarchist Magazine of Literature and the Visual Arts*. Ah, satisfaction.

Several hours later, after visiting three more newsstands, Mr. Husni walks off happily with his purchases. The day's haul: 18 new magazines. Some \$100 poorer but immeasurably enriched, he throws the magazines in the back seat of his Chevrolet Cavalier and heads off on the 80-mile trek back to his home in Oxford, Miss.

Mr. Husni will spend the evening flipping through the pages of *Better World*, a new-age publication; *Big Ones*, America's *Breast Magazine*; *Street Trash*, a gay magazine; two crafts magazines; four children's magazines; and several others. Eventually they will find a spot along with the 4,000 other magazines stacked in piles, crammed onto shelves, and otherwise squeezed into every nook and cranny of his office at the University of Mississippi, where he is an associate professor of journalism.

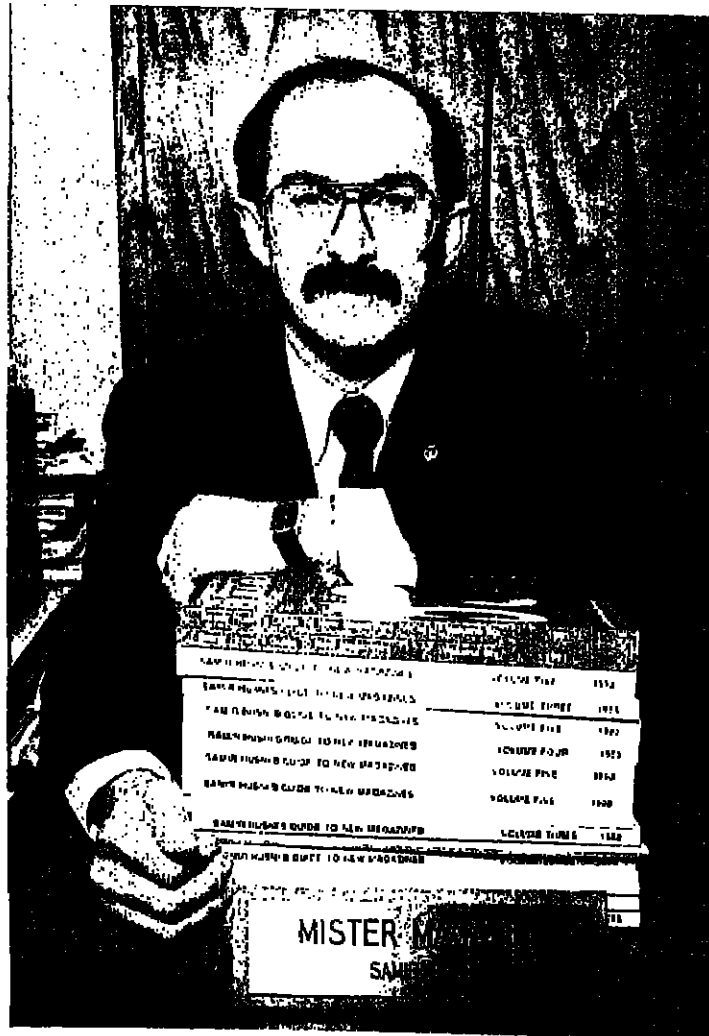
For Mr. Husni, a self-described student of the newsstand, a boyhood fascination with magazines has grown into what can only be described as an obsession. It's a description he cheerfully seconds. "It's my hobby," he says. "It became my education and then my profession. I can't complain."

The outlet for Mr. Husni's obsession is a guide he publishes each year called—naturally—*Samir Husni's Guide to New Consumer Magazines*. The guide, which has a fervent following among publishers, editors, advertisers, and media reporters, is the definitive almanac of new magazine releases. The 1992 edition, which will be released this week, shows that 541 new magazines in 40 categories were published in 1991.

'Quite a Bit of Weird'

Each year's guide takes the pulse of what's current or just simply bizarre in American pop culture. Last year saw "quite a bit of weird," notes Mr. Husni: *Navy Seals*, a magazine for and about Navy divers; *Bunnies, Birds, and Cats*, a publication that offers "crafty critters to stitch, knit, build, paint, and hug"; *Tattoo Expo*, about people with tattoos; *Busty Babes and Double DD's*, two sex magazines; *Brazilian Beef*, a gay magazine; *Trophy Stripper*, for fishermen; and *Elvis Town*, "about food, art, and entertainment in the city Elvis called home." As in previous years, sex was the most popular category, with 66 new issues.

While several prominent magazines have fallen victim to the recession, Mr. Husni's guide depicts an industry that he maintains is vibrant and growing. To be sure, many of the guide's entries are homemade efforts, produced on



Samir A. Husni: "It's my hobby. It became my education and then my profession. I can't complain."

laptop computers, for instance, and limited in circulation. (Mr. Husni includes all bound and printed magazines sold on newsstands.)

Weekly Jaunts to Memphis

Even so, the survival rate for new magazines is greater today than it was just 10 years ago, he says. A magazine started in 1981 had an average life expectancy of 1.5 years; one hitting the newsstands in 1991 had an average life expectancy of 3.7 years.

"You read about the doom and gloom in magazine publishing, but look at this," he says. "You'd think there's no end in sight to new magazines."

Mr. Husni finds most of his magazines on weekly jaunts to Memphis, where he will happily hand over \$500 to \$600 a month for new and continuing releases. When he goes to New York, he'll head straight for the Pan Am Building, site of one of the largest international newsstands. Trips to other cities find him checking the Yellow Pages and occasionally driving "to areas where I'm scared to death."

Mr. Husni's guide, an outgrowth of his dissertation on consumer magazines, got its start when his wife urged him to publish his research. The first edition of 1,000 copies was published in 1986 and was out of print in two weeks.

Mr. Husni's guide has made him a media darling, the man reporters call when they want to find out about the state of the magazine industry. Various calls of "Mister Magazine" and "the planet's leading expert on new magazines," Mr.

Husni figures he fields a half-dozen calls a week from reporters.

Mr. Husni's love affair with the magazine began when he was growing up in Lebanon. His first was a Superman comic book. He came to the United States in 1978 to attend graduate school at North Texas State University and the University of Missouri. The selection of magazines here shocked him. "I was like a kid in a candy store."

A Subject of Academic Neglect

Although Mr. Husni remembers lots of scholarly eyebrow lifting when he told his advisers that he wanted to study magazines, he developed a course of study at Missouri. In 1984 he came to the University of Mississippi, where he started a program in magazine journalism, covering editing, design, production, and management. With 65,000 periodicals published each year in this country alone, magazines are the largest mass medium and a subject of academic neglect, Mr. Husni maintains.

Today, Mr. Husni counts among his collection 7,000 first issues and several complete sets of magazines. Asked to name his favorites, he says sweetly: "It's so hard to differentiate among my children."

Although Mr. Husni has some 25 magazine subscriptions, he gets little enjoyment from seeing a new parcel in his mailbox, especially if the magazines come to him torn or messed up. He'd much rather make that weekly trip to Memphis and spot his finds on the newsstand. And if there's a new magazine out, you can be sure he will find it.

Book notes

A 20-year-old essay that has become something of an underground classic in the scholarly debate over the formation of black culture in the Americas will surface for the first time in book form when Beacon Press publishes a hardcover edition this summer.

The Birth of African-American Culture was written in 1972-73 by two anthropologists, Sidney W. Mintz of the Johns Hopkins University and Richard Price of Martinique, now a visiting professor at Princeton University. Born of a concern with what the authors describe as "certain polarizations emerging in Afro-American Studies," the long essay argues that slaves imported to the Americas did not bring a distinct African culture with them but built on "underlying cultural understandings" to fashion an entirely new culture.

"Afrocentricity" was not the academic buzz word in 1972 that it is today, but the authors' two-decades-old thesis could easily be read as an argument against certain tenets of the Afrocentric movement concerning the significance of African culture in the formation of black American society.

"Afrocentric scholars would view it that way," Mr. Mintz says. The book by Mr. Mintz and Mr. Price began life as an "enormously long paper," as Mr. Mintz puts it, for a 1973 symposium at Johns Hopkins. Although it immediately became controversial and has been widely cited, the authors were never able to get it published as a book—and they didn't want to publish it in a journal, fearing it would get lost there. It circulated for a time in pamphlet form, when the Institute for the Study of Human Issues published an offprint in 1976, but that is out of print.

Now the work, its ideas as topical as ever, will finally find a home between hard covers. Mr. Mintz says his greatest satisfaction in that is that it can finally be officially reviewed.

The latest volley in the James Joyce textual wars has been fired.

In 1988 a scholarly brouhaha erupted over charges that the 1986 Random House publication, *Ulysses: The Corrected Text*, a supposedly definitive edition put together by Hans Walter Gabler of the University of Munich, was riddled with errors. The chief accuser was John Kidd, a textual scholar then at the University of Virginia and now director of the James Joyce Center at Boston University, whose persistent criticism of Mr. Gabler's work was largely responsible for Random House's eventual decision to re-issue its 1961 edition—not Mr. Gabler's version—in paperback.

Mr. Kidd is about to put his scholarship where his mouth is. W. W. Norton and Company has announced that it will be publishing, over the next several years, *The Dublin Edition of the Works of James Joyce*—edited by John Kidd.

Scholarship

Controversial Harvard U. Sociologist Relishes His Role as a Maverick

In a book, he says freedom owes its birth to slavery

By CHRIS RAYMOND

His many supporters say he is brilliant and provocative. His critics say he doesn't understand black American history and culture.

Orlando Patterson deflects the criticism and plays down the praise, saying—with a lilt in his voice reflecting his Jamaican upbringing—that he is always puzzled at the extent to which American scholars hesitate to champion unpopular views.

"In America," says Mr. Patterson, a professor of sociology at Harvard University, "if you break away from the party line, you are seen as a reactionary. It's very crippling."

But apparently not for him.

Books Garner Awards

In 1983, when he was 41 years old, he managed a rare achievement, receiving awards for distinguished scholarship from both the American Political Science Association and the American Sociological Association. He won for his 1982 book, *Slavery and Social Death: A Comparative Study*, which argued that slavery increased, rather than declined, in cultures considered watersheds of human development.

Last year Mr. Patterson won the National Book Award for non-fiction for *Freedom: Volume I: Freedom in the Making of Western Culture*. (The second volume, *Freedom in the Modern World*, also to be published by Basic Books, is due out next year.)

In those works, Mr. Patterson develops



Orlando Patterson, professor of sociology at Harvard U: "In America, if you break away from the party line, you are seen as a reactionary. It's very crippling."

tary voice. In any case, he has tackled questions of central concern to scholars and the general public alike, and always in a way that seems to defy any conventional scholarly boundaries.

"He does not follow any school of thought, nor is he trying to found one,"

scribes to the notion of being a citizen of the world. While Mr. Patterson describes himself as a socialist, he considers himself a scholar working in the tradition of the German sociologist Max Weber (1864-1920), who sought to explain the historical and religious roots of capitalism in his classic treatise, *The Protestant Ethic and the Spirit of Capitalism*.

For a long time, says Mr. Patterson, sociologists "lost interest" in such a broad question as how societies develop. In the last decade, he adds, he has detected a "genuine historical sociology, not an exercise on sociologists in history."

Nonetheless, historians, rather than sociologists, seem to have most actively embraced Mr. Patterson's work.

David Brion Davis, a history professor at Yale University and author of the highly regarded 1966 book, *The Problem of Slavery in Western Culture*, whose ideas Mr. Patterson drew on in writing about slavery, is now returning the favor by using Mr. Patterson's ideas to draw connections between Christianity's notion of original sin and conceptions of slavery among abolitionist preachers.

If sociologists have failed to pursue Mr. Patterson's ideas, Mr. Sennett says, "the problem is sociology, not Patterson. American sociologists are just not very intellectual."

Exile and Alienation

Mr. Patterson says the common thread in his work, which has addressed slavery, freedom, and, early in his career, ethnicity, is an interest in exile and alienation.

Marxist scholars often use the latter term to describe how, under capitalism, workers have no control over the products they make. But Mr. Patterson is more interested in analyzing the psychological and cultural aspects of alienation.

His perspective has led him to define one of the key elements of slavery as "natal alienation." The term refers to the way in which the status of slave has been defined in large part by the slave's separation from family.

The concept has led Mr. Patterson into disputes with some American scholars.

"I appreciate his emphasis on slavery as being much more than an economic institution," says Eugene Genovese, a distinguished scholar in residence at the University Center of Georgia.

Questions About Slave Culture

But, adds Mr. Genovese, who has written extensively on slavery from a Marxist perspective, "I think he's pressed that side to the point of obscuring the centrality of economic exploitation to slavery in general."

"People who work on slavery feel indebted to him," for raising big questions, Mr. Genovese concludes, but they don't always agree with Mr. Patterson's interpretations.

Other scholars object to Mr. Patterson's critique of recent scholarship on American slave culture.

One such critic is V. P. Franklin, a sociology professor at Drexel University and author of the 1984 book, *Black Self-Determination: A Cultural History of the Faces of the Fathers*.

In a review of Mr. Genovese's 1974 book, *Roll, Jordan, Roll: The World the Slaves Made*, which celebrated the contributions of slave society to modern black American culture, Mr. Patterson argued that simply surviving slavery, without actively carrying out concerted revolts, hardly merited the respect of one's descendants.

Mr. Franklin says Mr. Patterson overlooked the evidence of a vital black culture and kinship system during slavery.

He also argues that Mr. Patterson unfairly applies to American slaves the standards drawn from Jamaican history, in which slaves so vastly outnumbered masters that frequent armed revolts were possible.

Other scholars, like Douglas S. Massey, a sociology professor at the University of Chicago who studies racial segregation, argue that Mr. Patterson's Jamaican upbringing is a plus: It enables him, Mr. Massey says, to approach questions of slavery and race relations free of much of the intellectual baggage of American-born scholars. At the same time, the fact that Mr. Patterson is descended from slaves allows him to speak with authority about racial oppression, Mr. Massey says.

Major Intellectual Contribution

Whatever the merits of the opposing arguments about slave society, many scholars say that Mr. Patterson has made a fundamental intellectual contribution.

Before Mr. Patterson's work, says George M. Fredrickson, a history professor at Stanford University who has compared slavery in South Africa and the United States, slavery was conceived of "primarily as a labor system, with a racial

Continued on Page A12

New Studies Reveal Aging Process Can Be Slowed

Scientists succeed in nearly doubling life spans of worms and fruit flies; extension to humans 'not deeply problematic'

By KIM A. McDONALD

CHICAGO Ever since Juan Ponce de León searched in vain for the legendary fountain of youth, the idea of eternal life has remained a fanciful dream, best reserved for storybooks and science fiction.

But recent studies on fruit flies and roundworms have shown scientists that while organisms can't be made immortal, they can be genetically manipulated to live nearly twice as long as their normal life spans.

Said Michael R. Rose: "Contrary to the point of view which prevailed among biologists in 1970 and earlier, that aging is a deep, dark mystery that we will never really make sense of and, therefore, we just have to accept, aging is something that we can manipulate, something we can analyze, and something that we can understand."

'It's Been Relatively Easy'

Mr. Rose is a professor of ecology and evolutionary biology at the University of California at Irvine. Through selective breeding, he has developed strains of fruit flies that live more than 80 per cent longer than their average 44-day life span.

He and other researchers met here at

the annual meeting of the American Association for the Advancement of Science to discuss the implications of their work.

"From an evolutionary-biology perspective, there is nothing fundamental about the biochemistry of life which prevents aging from being postponed," Mr. Rose said. "It's been relatively easy to create organisms that have substantially postponed aging in the laboratory. So, in terms of the basic science, I think the answer is already in: There is

nothing deeply problematic about doubling the human life span."

His own efforts have led him and his colleagues at Irvine over the past 12 years to breed flies that live the human equivalent of 150 years. In studies of those flies, Mr. Rose said he had identified a specific genetic trait that may be responsible for the capacity for longer life.

In the longer-lived flies, he said, that trait is the ability to produce copious

Continued on Following Page



ROSE: "There is nothing deeply problematic about doubling the human life span."



Through selective breeding, Mr. Rose and his colleagues at Irvine have developed strains of fruit flies that live more than 80 per cent longer than their average 44-day life span—the human equivalent of 150 years.

Researchers Genetically Manipulate Aging Process

Continued From Preceding Page
amounts of an enzyme, superoxide dismutase, that is capable of neutralizing highly reactive and damaging compounds called "free radicals" that are produced in oxygen metabolism. Such free radicals are known to destroy deoxyribonucleic acid, or DNA, the primary genetic material of most living things, and to disrupt normal cell processes.

70% Increase in Life Span

In a related study, Thomas E. Johnson, a molecular geneticist at the University of Colorado at Boulder, and colleagues at Boulder's Institute for Behavioral Genetics found in studies with a roundworm, *Caenorhabditis elegans*, that by chemically manipulating a single gene, they could increase the nematode's three-week life span by 70 per cent.

"One of the things that surprised me the most in my own research was that single genes could have such a profound effect," he said. "I actually delayed publishing the first paper on this for seven years, while we were replicating the primary observations," he added, because the discovery was so startling. "It could have very substantial implications. It certainly has profound philosophical implications."

Mr. Johnson said organisms without the particular gene not only live much longer but appear healthier, more vigorous, and resistant to applications of paraquat, a herbicide known to generate large quantities of free radicals.

"One of the ways in which this gene that we call age-1 is function-

ing could be by improving the body's defense system to free radicals," he added.

In a study that supports that contention and gives further credence to Mr. Rose's conclusions, James E. Fleming of the Linus Pauling Institute of Science and Medicine in Palo Alto, Cal., reported that he had been able to extend the life of fruit flies in his laboratory by injecting into fly embryos genes that lead to the production of superoxide dismutase.

"I think that between the three of us and some other research with rodents, there is a lot of support developing for the importance of free radicals in aging," said Mr. Rose. "This is interesting, because most molecular theories of aging have not fared well over the last 30 years."

Theory Put Forth in 1908

The idea that oxygen metabolism and the damaging products it produces could be responsible for aging has its roots in the metabolic rate-of-living theory put forth in 1908 by Max Rubner, a German biologist.

Rubner noticed that large animals, such as elephants, not only lived longer than small animals, such as mice, but had much lower rates of metabolism. He speculated that all animals had a fixed level of energy expenditure over their lifetimes. That seemed to explain why organisms with high rates of metabolism, such as shrews, were short-lived, while those with much lower rates lived longer.

Rubner's theory gained credence from experiments with in-

sects and other cold-blooded animals, showing that lowering the temperature of an organism's environment, which decreases its metabolic rate, leads to a dramatic lengthening of its life span. For example, a housefly will typically live only three weeks in the summer, but can survive for as long as six months in the winter. Similarly,

"Natural selection doesn't care about you, the organism; it cares about the net reproduction of the genes, at whatever cost to you."

worker bees will live about 35 days in the summer, compared with eight months in the winter.

Biologists have found, however, that not all animals follow this general pattern. Marsupials, such as kangaroos and opossums, have metabolic rates that are 70 to 80 per cent of that of placental mammals, yet have shorter life spans, said Steven N. Austad, a professor of organismic and evolutionary biology at Harvard University.

Bats also fail to follow the rate-of-living argument: They live about as long as comparatively sized birds, Mr. Austad said—but because they are mammals, their rates of metabolism are significantly higher.

Mr. Austad, who has studied broad patterns of aging in mammals, said evolutionary theory offered a broader explanation for aging that could account for the differences in bats and marsupials. "Patterns of mammalian ag-

ing clearly make sense to evolutionary theory and evolutionary biology," he said.

To evolutionary biologists, aging is the result of an accumulation of deleterious genetic traits that predispose organisms to die after they reproduce. As an organism ages, according to this view, an increasing number of deleterious genes appear because the force of natural selection—the evolutionary force that improves the genetic fitness of

a population—declines after an organism reaches reproductive age.

The concept is best illustrated with an example. If a genetic defect that kills an individual at an early age were to appear in a population, that gene would eventually be wiped out for the simple reason that individuals who carry it wouldn't live long enough to reproduce. But a gene that proves to be deleterious later in life and allows an individual to have a greater-than-normal number of offspring would spread quickly. Not only would more offspring carry that gene, but the defect—which would be programmed to develop cancer or another age-related disease later in life—would have little effect on that individual's reproduction.

Delaying Sexual Maturity

"Natural selection doesn't care about you, the organism; it cares about the net reproduction of the genes, at whatever cost to you," explained Mr. Rose. He said the

males of Australian marsupial mice, which die soon after sexual maturation, and Pacific salmon, which die soon after spawning, are dramatic examples of this principle.

Conversely, by delaying the time to sexual maturity within a population, researchers have discovered that they can actually lengthen an organism's life span.

Mr. Rose, for example, created his long-lived fruit flies by breeding, over hundreds of generations, only those that reached sexual maturity late in life.

He also discovered that the long-lived flies were much more resistant than normal fruit flies to starvation and an extremely dry environment. By breeding fruit flies specifically for those two traits, Mr. Rose said he had been able to create another group of flies that lived much longer than normal.

Opossums Studied in Georgia

According to evolutionary theory, organisms that are less successful at producing offspring should also live longer than those that are more successful, since the less-successful breeders would have to reproduce longer to produce an equivalent number of offspring.

Indeed, Mr. Austad of Harvard found that to be the case in two genetically isolated populations of opossums in Georgia with different rates of aging. The longer-lived opossums, which live on an island, are subject to fewer predators, have smaller litters, and are more likely to be infertile than the shorter-lived opossums that live on the mainland.

Mr. Austad suspects that the vulnerability of slow-moving sub-

Scholarship

opossums to predators may be a contributing factor in why they age so quickly. Deleterious genes would accumulate quickly after sexual maturation, because these marsupials are unlikely to reproduce many times. In contrast, bats may live much longer than predicted by the rate-of-living theory, Mr. Austad said, because they have so few predators.

Role of Hormones in Humans

The relationship between fertility and aging is also evident in the longer-lived roundworms, which, Mr. Johnson of Colorado found, have 80 per cent fewer offspring than the normal roundworms.

Mr. Austad said a similar relationship involving reproductive hormones exists in humans.

"Almost 40 per cent of all cancer cases in human females are caused by or influenced by the hormones of reproduction," he said. "The evidence is particularly clear for breast cancer, which is the result of cumulative exposure to the female hormone estrogen."

"The earlier a female matures, the greater her probability of getting breast cancer," he added. "The later a female quits reproducing, the greater her chance of getting breast cancer."

Severely restricting an organ-

"The problem is coming

up with the tools to

postpone the aging

of human beings.

That's where all

the struggle is."

ism's caloric intake, which delays sexual maturation in both fruit flies and roundworms, has also been found by Mr. Rose and Mr. Johnson in their experiments to increase longevity. "The effect is additive," Mr. Johnson said, so that the combined effect of genetic manipulation and diet restriction "is greater than either one alone."

Application to Human Aging

Mr. Johnson and Mr. Rose said they believed that much of the information about genes and aging that is being uncovered in animal studies would be directly applicable to human longevity.

"The problem is coming up with the tools to postpone the aging of human beings," said Mr. Rose. "That's where all the struggle is. However, I think that is only a technological issue, and that the advances in modern biology will eventually overcome this problem."

Even if people decide against living far beyond their normal life spans, genetic manipulation of genes that control aging could enable them to remain healthier and more vigorous in their later years.

Mr. Rose said the strain of fruit flies he produced not only lived longer than normal fruit flies, but also showed less signs of aging—such as diminishing activity—as they grew older. The same effect was observed in Mr. Johnson's roundworm studies.

"I don't think we'd be producing invalids," said Mr. Johnson of ex-

tending the lives of humans. "We would be producing people who would remain healthier longer."

Such an application may stimulate increased interest in the question of why and how organisms age, a subject that, researchers in the field say, is one of the central issues in modern biology, yet has received relatively little attention.

"Obviously, aging is something in which a lot of quackery has been going on for a very, very long time, at least throughout recorded human history," said Mr. Rose. "That makes anyone who works on aging sort of embarrassed. On the other hand, we wouldn't be arguing for the value of this work unless we thought, in the end, it would have some beneficial impact."

Researchers Find Few Strains of AIDS in Infants Infected With the Virus

CHICAGO
Mothers infected by the AIDS virus pass on only a few versions of it to their infants, researchers have found.

The narrower variety of viruses in infants could help scientists develop vaccines and therapies aimed at preventing mother-to-child transmission of the disease, the researchers say in a report in the February 28 issue of *Science*.

Study of 3 Mothers

Steven M. Wolinsky, an assistant professor of medicine at the Northwestern University medical

school, with colleagues from there and other institutions, studied the strains of the AIDS virus that were integrated in the genetic material of three infected mothers and their newborn infants.

Because the genes of the AIDS virus become integrated into human DNA, or deoxyribonucleic acid, the viral genes can be found in the midst of human genes.

In studying genetic material from the mothers and their infants, the scientists found that the AIDS viruses that were passed on to children were missing a feature that was present on the viruses in the

mother—a binding site on the surface of the virus. Its absence, the scientists said, might help some viruses to evade the mother's immune system and infect the fetus.

Changes During Infection

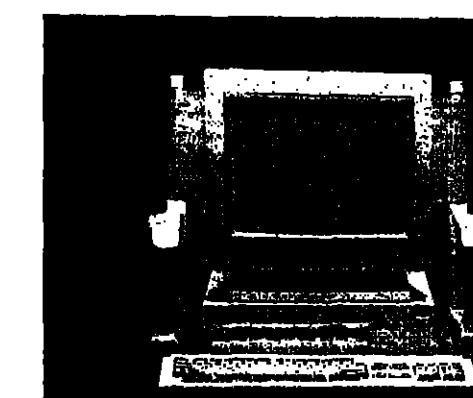
The researchers also found that the infants had fewer viral strains than their mothers. Scientists believe the AIDS virus changes during infection in response to attacks by the immune system. Those who may have been infected by only one strain of the virus may have several strains in their body by the time they develop AIDS.

About 13 to 30 per cent of infants born to mothers infected with the AIDS virus also become infected.

—DAVID L. WHEELER

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Princeton U. Announces Plans for Wildlife-Research Center in Kenya; Venture to Include 4 Partners

By DAVID L. WHEELER

WASHINGTON
Princeton University announced last week that it had established, with four partners, a wildlife research center in Kenya on a 48,500-acre cattle ranch owned by an alumnus.

The unfenced ranch is home to elephants, lions, leopards, baboons, vervet monkeys, zebras, buffalos, gazelles, giraffes, and many other animals. The ranch straddles an important animal-migration route on the Laikipia plateau between other ranches and wilderness in western Kenya, researchers said.

"I really want to perpetuate the place," said George L. Small, a retired businessman who owns the land. Mr. Small, who graduated from Princeton in 1943, has made the land available for use to the newly created Mpala Wildlife Research Trust, which will own the land upon his death. The creation of the trust was announced at a news conference at the Kenyan Embassy here.

Joining Princeton in setting up the trust are the Kenyan Wildlife Services, the National Museums of Kenya, the Smithsonian Institution, and the Mpala Wildlife Foundation, which is run by Mr. Small. A central goal of the research conducted on the ranch, the trust's founders say, will be to learn how to sustain the wildlife populations

and their natural habitat while allowing cattle ranching to continue.

"We are very keen to introduce science to wildlife management," said Richard E. Leakey, the director of the Kenyan Wildlife Services and an expert on the evolution of early humans.

Faculty Supervision

The trust's American partners have agreed to make sure that Kenyan students will be able to do research under faculty supervision at the ranch and will receive scholarships to study at American institutions.

Philip Muruthi, a Kenyan student who is already working on his doctorate in ecology and evolutionary biology at Princeton, said that tourists who visit wildlife reserves are an important source of income for Kenya. He said, however, that few Kenyans are trained in wildlife management. "We have a garden but we aren't tending it," he said.

Mr. Leakey said more Kenyan students should be able to visit American research institutions. "Too many young Kenyan scientists don't have access to the top scientists in developed countries," he said.

Howard Ende, Princeton's general counsel, said that no specific plans had been made yet for new scholarships for Kenyans to visit Princeton or other American insti-

tutions, but that he regarded such scholarships as the most important focus for future fund raising.

Scientists who have worked in Kenya said that the new reserve would free them from some of the restrictions they face on the government's wildlife refuges. In the

official reserves, researchers (like tourists) must usually stay in their vehicles. In addition, they cannot interfere with the tourists' enjoyment of the animals by putting large radio collars on them or by erecting fenced enclosures.

Princeton's Mr. Ende said the

trust would hire a scientific director. Proposals for research on the land, he added, will have to be viewed and approved by a scientific advisory committee and the trust's board. A small laboratory and tent platforms will be built in the trust's first year.



The unfenced, 48,500-acre cattle ranch in Kenya that has been made available by a Princeton U. alumnus is home to giraffes and many other animals.

Harvard Scholar Relishes Role as a Maverick

Continued From Page A9
aspect to it, and it was seen as limited to the modern world."

Yale's Mr. Davis says of Mr. Patterson: "He was one of the first scholars in a very, very long time to look at slavery as a global institution," not limited to just a form of economic exploitation.

'Lesser Loyalties'

Recent events have conspired to make one of Mr. Patterson's earliest books, *Ethnic Chauvinism*, seem as timely today, and perhaps as controversial, as when it was written, in 1977.

When ethnic movements, including the black-power movement, were at their peak in the late 1960's and early 1970's, Mr. Patterson's book derided them for celebrating a "tyranny of the lesser loyalties" that prevented all minorities from organizing around common economic interests.

"That was a very important

If sociologists have failed to pursue his ideas, "the problem is sociology, not Patterson. American sociologists are just not very intellectual."

book," says William Julius Wilson, a sociology professor at the University of Chicago. "I agreed with the basic thesis, the need to move away from particularism. But it's unpopular among particularistic black-studies scholars."

Mr. Patterson says he has recently received letters asking him to republish the book. Once again, he says, ethnicity is being celebrated, and is helping to tear apart nations; once again, people are debating the merits of particularism, in such areas as curricula and welfare programs.

"I never would have thought in 1977 that 15 years later the same issues would still be debated," Mr. Patterson says.

3 Elements of Freedom

As does his earlier work, Mr. Patterson's latest book, *Freedom*, defies conventional thinking.

One of its major premises is that freedom contains three separate elements—personal freedom, civic freedom, and "sovereign freedom"—and that each has played a dominant role in different cultures and historical periods.

By conceptualizing freedom in this tripartite fashion, Mr. Patterson can make the argument that freedom as a value has historical continuity.

Mr. Patterson admits that philosophers think his concept of slavery is "crazy." But, he says, "I can't do anything about it. The evidence is there."

Perhaps as troubling for Americans, who prize individual pursuit of fulfillment, is the idea that freedom can mean power over others—and that medieval barons, who argued for the right to send serfs to the gallows, were arguing about freedom as much as was Thomas Jefferson.

"Some people just refuse to accept the notion," Mr. Patterson admits.

In *Freedom*, Mr. Patterson also answers feminist critics of his earlier work on slavery. In that work, Mr. Patterson argued that slaves, no matter what their actions, could never have "honor"—because honor, to Mr. Patterson, meant personal autonomy. Some feminist scholars accused Mr. Patterson of having a male-biased notion of honor.

In *Freedom*, Mr. Patterson analyzed Greek tragedies—whose themes reflected their society's

deepest concerns—and came to the conclusion that women played a crucial role in spurring the formulation of the first conceptions of personal freedom.

The Role of Trojan Women

In Mr. Patterson's view, Greek men gained awareness of the special value of personal freedom at the prodding of Trojan women, whom the Greeks had made captives of war. The impact of their complaints about their plight is reflected in plays written by Euripides and Sophocles, Mr. Patterson argues.

Mary Lefkowitz, a professor in the humanities at Wellesley College who is considered one of the leading experts on the role of women in antiquity, says that when she

first heard about Mr. Patterson's book, "I thought, Oh no, it would be another book by a sociologist" stepping beyond his expertise. Now Ms. Lefkowitz says that the book presents an admirably nuanced analysis of antiquity that will provide classicists with a fresh approach to analyzing Greek plays.

Mr. Patterson says he plans to follow up on the feminist aspects of freedom in the next volume. Through interviews, he says he has indeed discovered that women's notions of freedom differ fundamentally from those of men. Many women, he says, view motherhood not as a constraint on their freedom, but as an enhancement of it, because "they have made the choice to be obligated" to others. In the preface to *Freedom*, Mr.

Patterson recounts his initial goal of dissecting the significance of slavery in the West.

"I had gone in search of a man-killing wolf called slavery; to my dismay, I kept finding the tracks of a lamb called freedom. Was I to believe that slavery was a lamb in wolf's clothing? Not with my past."

The argument, Mr. Patterson's colleagues say, reflects a tragic sensibility that distinguishes all of his work.

"He's much too sophisticated to say the poor have set you free," says Mr. Sennett of NYU. But, he adds, what Mr. Patterson does seem to argue is that "it's out of the work of struggling out of servitude that freedom appears in society. And that is very radical."

such skills exists among individuals within each gender.

—CHRIS RAYMOND

For poor children, every summer recess represents a loss in mathematics achievement, while every winter in school represents a gain, report two sociologists in the February issue of the *American Sociological Review*.

In fact, they say, economic factors overshadow school or family characteristics in explaining the difference in mathematics achievement between black and white children.

Doris R. Entwistle and Karl L. Alexander, both professors of sociology at the Johns Hopkins University, reached their conclusions after following, for two years, a sample of 790 children starting first grade. They drew the sample at random from 20 schools in Baltimore.

The schools included some that were racially integrated and some that were nearly all black or all white. The children came from families with either a single parent or two parents, with a range of incomes and of years of education.

The researchers used statistical methods to determine which factor or factors best accounted for the children's scores on a mathematics-achievement test given twice a year. They found that over the two-year period, white children in segregated schools, on average, gained the most on the test—93.4 points—while black children in segregated schools gained the least, 79.3 points.

Any race-based differences in math scores disappeared when the researchers took family economic status into account: Poor children of both races showed a loss, on average, of 5 points on the math test each summer, and a gain of 41 to 48 points by the end of the following school term.

One reason that summertime school programs for poor children had been judged a failure, the scholars say, is because they led to no measurable increase in math scores at the end of the summer. But the programs may actually work, the scholars say, simply by preventing a drop in the scores.

—C.R.

RESEARCH NOTES

- Stowe's work derived from 'parlor literature'
- Language skill linked to size of brain part
- Economic level key to student math scores



Harriet Beecher Stowe, seen here in an engraving, broke new ground by drawing on "parlor literature," a scholar says.

Hines, an assistant professor of psychiatry and biobehavioral sciences at the University of California at Los Angeles, and four of her colleagues there report that women with the greatest verbal fluency have the largest spleniums.

The splenium is in the corpus callosum, the structure across which the brain's left and right hemispheres communicate.

In the study, 28 healthy adult women completed a series of tests measuring their verbal fluency and ability to visualize objects. In the past, scientists had studied people with brain lesions to discern the functions of specific brain regions.

The women were asked, for example, to provide synonyms for a word, to list words starting with the same letter, or to select an

object's mirror image from a series of drawings.

The researchers compared the test results with images taken with a magnetic-resonance scanner, which provides pictures of the brain's structure.

They found that women who scored highest on verbal fluency and lowest on left-hemisphere dominance for verbal skills had the largest spleniums. Visual-spatialization ability showed no relationship to the size of the splenium. None of the traits showed any correlation to the size of other parts of the corpus callosum, the researchers reported.

They plan to conduct a similar study with men, who often show, on average, better visual skills and poorer verbal skills, than women. But the researchers noted that even more variation in

BOOKS

Politics in Art Exhibitions; Age of Propaganda; Studies of Housework

Shows of Force: Power, Politics and Ideology in Art Exhibitions

By Timothy W. Luke
(Duke University Press,
268 pages, \$37.95 hardcover,
\$15.95 paperback)

In his "day job," as he calls it, the author is a professor of political science at the Virginia Polytechnic Institute and State University. In his other role, as an art critic, Mr. Luke covers the same terrain: political analysis.

The author takes as his premise that any artist "has limited control over the content of his or her art. It is its reception that ultimately determines its content."

Therefore, Mr. Luke continues, "any viewer's understanding of this content's meaning largely is generated within the social context of the museum."

With that in mind, Mr. Luke draws on the insights of critical theory to examine the local, national, and even international political context surrounding exhibitions of artists such as George Caleb Bingham, Robert Longo, Frederic Remington, and Georgia O'Keeffe.

Mr. Luke also critiques the political rhetoric of exhibitions of art of the American West, of Japan's Daimyo period, of Hispanic artists, and of America's 50's and 60's.

Mr. Luke argues that the Japanese exhibit's representation of feudal Japan as "basically quaint and non-threatening" helped to dampen resentment of Japan's increasing economic and cultural clout during the 1980's.

Of Georgia O'Keeffe's paintings, Mr. Luke says that they "can be regarded as rugged billboards for a million dreams."

"Lacking obvious use-value, the empty vistas and desert lands of the American Southwest acquired incredible sign-value in the mysterious visions" of O'Keeffe's painting, says Mr. Luke. Those mysterious visions helped to energize the region's nascent economic development by pulling people into the area. However, concludes Mr. Luke, their numbers "destroy[ed] the natural attributes that first enticed them."

Age of Propaganda

By Anthony R. Pratkanis
and Elliot Aronson
(W. H. Freeman and Company,
299 pages, \$22.95 hardcover,
\$11.95 paperback)

As a child in the 1940's, recalls Mr. Aronson, a professor of psychology at the University of California at Santa Cruz, he believed without question what his government told him: that "the Germans were evil and that all Japanese were sneaky and treacherous."

In contrast, Mr. Pratkanis, an associate professor of psychology at Santa Cruz, recalls that when he was a child, he spent his time watching the Vietnam war on television, "learning all the while that

politicians only lie when their lips move."

The authors, who between them have 45 years' experience studying persuasion, say that their book seeks a middle ground between "naïve acceptance" and "total cynicism."

Using such examples as the infamous Willie Horton ad broadcast during George Bush's Presidential campaign, journalists' focus on Imelda Marcos's shoes, mailings for sweepstakes prizes, and Mr. Bush's portrayal of Saddam Hussein as Hitler, the authors dissect

propaganda's forms and psychological dynamics, and discuss how people can counteract its effects.

Feeding the Family: The Social Organization of Caring as Gendered Work

By Marjorie L. DeVault
(University of Chicago Press,
270 pages, \$24.95)

Feminist scholars have paid increasing attention to two subjects closely associated with women—

housework and caring for others, notes the author, an assistant professor of sociology and women's studies at Syracuse University.

But that scholarship is incomplete, Ms. DeVault argues. Studies of housework have produced lists of the general tasks that women carry out in the home, such as preparing meals or doing laundry, but haven't examined the emotional elements underlying the tasks. Similarly, Ms. DeVault says, studies of caring have argued that women do housework either because it benefits "capitalism and male workers"

or because women, by nature, are more caring than men.

Ms. DeVault, instead, argues that social organizations, rather than women's inherent character, shape the idea that women should do "caring work." Rather than seeing such work as being imposed by men, Ms. DeVault is concerned with illuminating "the complex way that women are themselves drawn into participating in prevailing relations of inequality," namely, taking on the primary responsibility for feeding the family.

Ms. DeVault relies on extensive interviews with women (and, in three cases, men) responsible for feeding family members, bringing attention to the mentally and emotionally complex effort involved in that task.

—CHRIS RAYMOND



Jill Siegel before we bought her student loan. Jill Siegel after we bought her student loan.

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All of which goes to show that the sale of a student loan to Sallie Mae is no big deal. Just look at Jill.

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National Academy of Engineering Elects 86

WASHINGTON
The National Academy of Engineering has elected 79 new members and 7 new foreign associates.

John L. Anderson, professor of chemical engineering, Carnegie Mellon U.
Irvig L. Aakhus, senior vice-president, Systems Technology Inc. (Hawthorne, Cal.).
Stanley Backer, professor emeritus of mechanical engineering, Massachusetts Institute of Technology.
Peter Barendse, manager of the materials-science department, Ford Motor Company (Dearborn, Mich.).
Ted B. Belyantsev, professor of mechanical and civil engineering, Northwestern U.
Arthur E. Bergles, professor and dean of engineering, Rensselaer Polytechnic Institute.
David T. Blackstock, professor of mechanical engineering, U. of Texas at Austin.
Peter R. Brice, executive vice-president for science, technology, engineering, environment, health, and safety, Aluminum Company of America (Alcoa Center, Pa.).
Alan C. Brown, director of engineering, Lockheed Corporation (Chickasaw, Cal.).
William M. Brown, president, Environmental Research Institute of Michigan (Ann Arbor, Mich.).
Richard Conway, professor of computer science and information systems, Cornell U.
George E. Cooper, aeronautical consultant, Saratoga, Cal.
Benjamin A. Cosgrove, senior vice-president, Boeing Commercial Airplane Group (Seattle).
Lance A. Davis, vice-president for research and development, Allied-Signal Inc. (Morristown, N.J.).
Steven D. Dorfman, vice-president and group president for space and communications, Hughes Aircraft Company (Los Angeles).
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Thomas D. Duffield, member of the technical staff, AT&T Bell Laboratories (Murray Hill, N.J.).
David A. Duke, vice-chairman for technology, Corning Inc. (Corning, N.Y.).
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Joseph F. Keithley, founder and former chairman, Keithley Instruments Inc. (Cleveland).
Walter E. Kozminsky, professor of optical electronics and solid-state circuits, New Jersey Institute of Technology.
Fredrik L. Lange, professor of materials engineering and professor of chemical and nuclear engineering, U. of California.
Robert S. Langley, Jr., professor of chemical and biological engineering, Massachusetts Institute of Technology.

low, National Institute of Standards and Technology.
Robert H. Liebeck, fellow and program manager, Douglas Aircraft Company (Long Beach, Cal.).
Arthur S. Lodge, professor emeritus of engineering mechanics, U. of Wisconsin at Madison.
Ralph A. Logan, member of the technical staff, AT&T Bell Laboratories (Murray Hill, N.J.).
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Stenman Inaki, president and chief executive officer, Fumei Ltd. (Japan).
Anna M. Marabini, director of the Institute for Mineral Processing, National Research Council of Italy.
Herbert R. Morgenstern, professor of civil

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB
The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

AGRICULTURE

Agricultural Policies in Developing Countries, by Frank Ellis (Cambridge University Press; 364 pages; \$69.95 hardcover, \$29.95 paperback). Discusses irrigation, land reform, technological innovation, and other policy issues related to agricultural production.

ANTHROPOLOGY

The Savage Within: The Social History of British Anthropology, 1880-1940, by Henri Kubrick (Cambridge University Press; 320 pages; \$44.95). Shows how British anthropologists' accounts of foreign cultures can be read as social commentaries on their own society.

ARCHAEOLOGY

Life and Death in the Ancient City of Teotihuacan: A Modern Paleodemographic Synthesis, by Rebecca Storey (University of Alabama Press; 307 pages; \$29.95). Uses skeletal remains and other paleodemographic and archaeological data to develop a demographic profile of the ancient Mexican city of Teotihuacan circa 150 A.D. A.D. 750; draws parallels with preindustrial cities in the Old World.

ART

Japanisme in Western Paintings from Whistler to Matisse, by Klaus Berger, translated by David Britt (Cambridge University Press; 432 pages; \$125). Translation of a German study of the influence of Japanese design and subject matter in 19th- and 20th-century art. **Paul Signac and Color in Neo-Impressionism**, by Floyd Ratliff (Rockefeller University Press; 317 pages; \$49.95). Combines the perspectives of art history and scientific research on color vision in a study of the work of the French painter who lived from 1863 to 1935; includes the first complete English edition of Signac's *Le Traité de la couleur* on Neo-Impressionism, translated by Wille Silversman.

CLASSICAL STUDIES

Martial: The Unexpedited Classicist: A Literary and Historical Study, by J. P. Sullivan (Cambridge University Press; 384 pages; \$74.95). Discusses the life, work, and politics of the first-century Roman epigrammatist. **The Poetics of Imitation: Anderson and the Anasandite Tradition**, by Patricia A. Rossmeyer (Cambridge University Press; 304 pages; \$64.95). Examines the body of verse written in the manner of the Greek poet Anacreon (c. 562-c. 485 B.C.).

COMMUNICATIONS

The Cold War Guerrilla: Jonas Savimbi, the U.S. Media, and the Angolan War, by Elaine Winkler (Greenwood Press; 300 pages; \$45). Analyzes the Reagan and Bush Administrations' influence on media coverage of the Angolan rebel leader. **Media Moguls**, by Jeremy Tunstall and Michael Palmer (Routledge; 272 pages; \$69.50 hardcover, \$17.95 paperback). Considers the business practices of such international "media moguls" as Robert Heron, Rupert Murdoch, and the late Robert Maxwell. **Pluralism, Politics, and the Marketplace: The Regulation of West German Broadcasting in the 1980s**, by Vincent Porter and Suzanne Hasselbach (Routledge; 240 pages; \$72.50). Focuses on the development of privately owned radio and television networks that challenged the monopoly of public broadcasters.

ECONOMICS

Building Capitalism: Historical Change and the Labor Process in the Production of the Built Environment, by Linda Clarke (Routledge; 320 pages; \$97.50 hardcover, \$32.50 paperback). Uses London's development from the mid-1700s to the early 1800s to show how changes in the built environment reflect the expansion of wage labor and other aspects of the shift toward industrial capitalism. **Dynamic Models for the Inter-relationships of Real and Financial Growth**, by H. Ekstedt and L. Westberg (Routledge; 256 pages; \$79). **The Real Economy of Zaire: The Contributions of Smuggling and Other Unofficial Activities to the National Wealth**, by Janet McCaffrey and others (University of

The King's Mother: Lady Margaret Beaufort, Countess of Richmond and Derby, by Michael R. Jones and Malcolm G. K. Jones (Cambridge University Press; 352 pages; \$59.95). A biography of Margaret (1443-1509), mother of Henry VII and founding benefactor of Cambridge colleges, Christ's and St. John's. **National Crisis and National Government: British Politics, the Economy, and Empire, 1928-1932**, by Philip Williams (Cambridge University Press; 391 pages; \$69.95). A study of British history from the political and economic crisis that led to Ramsay MacDonald's formation of a coalition-based National Government. **The Origins of Early Christian Iconography**, by Harold Mylon (Routledge; 336 pages; \$74.50). Explores the cultural mutations that occurred in the early development of Christianity and other ideas from the Roman world. **The Presidency of Woodrow Wilson**, by Kenneth A. Clements (University of Kansas Press; 338 pages; \$29.95 paperback, \$17.95 paperback). Discusses Wilson's successes and failures in domestic and foreign policy, the internal security of the Department of Labor and Agriculture in his Administration, and the impact of illness on the latter part of his term.

FOLKLORE

Entertaining Women: Television Fandom and the Creation of Popular Myth, by Camille Bacon-Smith (University of Pennsylvania Press; 338 pages; \$19.95 hardcover, \$17.95 paperback). Examines the activities of female fans of *Star Trek*, *Blake's 7*, and other television programs who create and distribute fiction based on characters from the series.

GEOGRAPHY

Agriculture in the City's Countryside, by C. R. Bryant and T. R. R. Johnston (University of Toronto Press; 233 pages; \$45 U.S. hardcover, \$18.95 U.S. paperback). A study of farming in urban fringe regions around the world.

HISTORY

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Law, Labour, and Society in Japan: Pre-Industrial to Post-Industrial, by Kenjiro Kurihara (Routledge; 244 pages; \$49.95). Traces the development of Japanese labor law from the 19th century to the present. **The Social Dimension of 1982: Faces of a New Era**, by Beverly Suss (Greenwood Press; 184 pages; \$14.95 paperback, \$15.95 paperback). Considers effects of European integration on employment, welfare, and other social issues.

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State U. of New York Press, State University Plaza, Albany, N.Y. 12242.
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U. of Pennsylvania Press, Blockley Hall, 418 Service Drive, Philadelphia 19104.
U. of Toronto Press, 10 St. Mary Street, Suite 700, Toronto M5V 2W8.
U. of Wisconsin Press, 114 North Murray Street, Madison, Wis. 53715.
U. Press of Kansas, 320 Caruth, Lawrence, Kan. 66045.
U. Press of Virginia, Box 8808, University Station, Charlottesville, Va. 22903.
Verso, 29 West 35th Street, New York 10001.

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LIBRARY SCIENCE

Dilemmas in the Study of Information: Exploring the Boundaries of Information Science, by S. D. Neill (Greenwood Press; 308 pages; \$42.95). Focuses on problems related to information science's use of information to study information.

LINGUISTICS

Cleft and Pseudo-Cleft Constructions in English, by Peter C. Collins (Routledge; 245 pages; \$74.50). Draws on data from spoken and written British English in a study of constructions known as cleft sentences, which have the general form: "It (form of the verb to be) X that Y," as in "It is Jane that I want to see." **The Meaning of Focus Particles: A Comparative Perspective**, by Ekkehard König (Routledge; 228 pages; \$85). Examines the syntax, meaning, and use of "even," "only," and other adverbs in a class referred to as "focus" particles; uses data from English, with comparative discussion of various other languages. **Morphology and Hindi: A Unified Approach to Explanation in Linguistics**, by Christopher Hall (Routledge; 340 pages; \$69.50). Examines cross-linguistic patterns in morphological systems.

LITERATURE

Bonding the Frame in the German Cyclic Narrative: Achim von Arnim's "Der Wintergarten" and E. T. A. Hoffmann's "Die Serapioniden", by Vickie L. Ziegler (Cambridge University of America Press; 305 pages; \$39.95). Examines two early 19th-century works that present a series of stories within a framing narrative; discusses Arnim and Hoffmann as following in the traditions of Goethe and Ludwig Tieck, respectively, and considers the relationship between the frames and inner stories in their works. **The Book of the Duke of Two Loves**, by Christine de Pisan, translated by Thelma F. Fenster, lyric poetry translated by Natalie Margolis (Persen Books; 168 pages; \$24.95 hardcover, \$11.95 paperback). Translation of a work by the Italian-born French writer who lived from about 1365 to 1429. **But I Digress: The Exploitation of Parentheses in English Printed Verse**, by John Leonard (Oxford University Press; 344 pages; \$69). Considers how writers have used parentheses to do such things as control tone, add humor, intensify satire, and clarify arguments; traces the significance in poetry, since what is identified as its first appearance in England in 1494, with discussion of the work of such writers as Marlowe, Swift, Coleridge, Browning, Derek Walcott, and E. E. Cummings. **Discourses of Difference: An Analysis of Women's Travel Writing and Colonialism**, by Sara Mills (Routledge; 208 pages; \$35). Draws on the work of such theorists as Michel Foucault, Edward Said, and Gayatri Spivak in a study of British women's travel writing. **Disorderly Women and Female Power in the Street Literature of Early Modern England and Germany**, by Joy Wilentz (University Press of Virginia; 352 pages; \$39.50 hardcover, \$12.95 paperback). Explores the depiction of "disorderly" women in ballads, pamphlets, and other forms of popular literature. **The Disruption of the Feminine in Henry James**, by Patricia L. Wulton (University of Toronto Press; 179 pages; \$40). Draws on the theories of Jacques Derrida, Julia Kristeva, and Luce Irigaray in a study of the construction of the "otherness of the feminine" in James's novels and short stories. **Disident Postmodernists: Barthelme, Coover, Pynchon**, by Paul Maltby (University of Pennsylvania Press; 215 pages; \$27.95). Examines the three American writers' explorations of the political implications of language; works discussed include *Gravity's Rainbow*, *The Public Burning*, and *Snow White*. **John Barth and the Anxiety of Continuance**, by Patricia Tobin (University of Pennsylvania Press; 187 pages; \$25.95). Defends the American writer John Barth in relation to the critical controversy over his parody and imitation; draws on Harold Bloom's "theory of belatedness." **Literary into Cultural Studies**, by Antony Easthope (Routledge; 208 pages; \$49.95 hardcover, \$14.95 paperback). Examines methodological problems involved in the development of a cultural-studies approach that can be used for the analysis of both canonical and popular texts; includes comparative discussion of *Conrad's Heart of Darkness* and Burroughs's *Tarzan of the Apes*. **Margery Kempe and Translations of the Pennsylvania Press**, by Kathryn Leach (University of Pennsylvania Press; 252 pages; \$24.95). A feminist study of the English mystic and writer who lived from about 1373 to about 1440. **The N-Town Play**, edited by Stephen Specer (Oxford University Press; Volume 1: Introduction and Text (472 pages; \$39); Volume 2: Commentary and Glosses (256 pages; \$45). Critical edition of a Mid-

dle English cycle of 41 mystery plays that dramatize episodes from Christ's history; the N-Town cycle differs from the three other extant cycles—Chester, York, and Wakefield—in that it is not linked to a particular English town. **The Old French Crusade Cycle, Volume VI: La Chanson de Jérusalem**, edited by Nigel R. Thorp (University of Alabama Press; 739 pages; \$50). The sixth volume in a scholarly edition of the First Crusade. **Partial Visions: Feminism and Utopianism in the 1970s**, by Angelika Bammer (Routledge; 256 pages; \$49.95 hardcover, \$16.95 paperback). Examines feminist utopian visions in American, French, and German fiction published from 1969 to 1979. **Political Stylization: Popular Language as Literary Artifact**, by Pascale Oudet (Routledge; 231 pages; \$52.50). Explores the representation of French popular languages in the syntax, meaning, and use of "even," "only," and other adverbs in a class referred to as "focus" particles; uses data from English, with comparative discussion of various other languages. **Morphology and Hindi: A Unified Approach to Explanation in Linguistics**, by Christopher Hall (Routledge; 340 pages; \$69.50). Examines cross-linguistic patterns in morphological systems.

the necessity for rigidly defined male-female roles and relationships. **Sealing the Gavel-Pool: Description and the Act of Perception**, by Sarah Stubbury (University of Pennsylvania Press; 155 pages; \$22.95). Explores depictions of costume, landscape, interior furnishings, and other visual phenomena in four 14th-century poems—*St. Giovanni and the Green Knight*, *Pierre l'Herminier*, and *Pierres*—all generally accepted as the work of one anonymous author. **Spanish Romantic Literary Theory and Criticism**, by Derek Hiltner (Cambridge University Press; 320 pages; \$49.95). Traces the origins of Spanish Romantic thought to the theories and criticism of German Romantic thinkers, particularly the hermeneutics of Johann Herder. **Testimony: Crisis of Witnessing in Literature, Psychoanalysis, and History**, by Shoshuna Felman and Dori Laub (Routledge; 288 pages; \$45 hardcover, \$15.95 paperback). Examines the nature and function of testimony, witnessing, and memory in general relation to reading and writing, and in specific relation to the Holocaust; examples discussed include writings by such people as Camus, Freud, Mallarmé, and Paul de Man; videotaped testimonies of American, French, and German film *Shoah* by Claude Lanzmann.

Testing the Faith: The New Catholic Fiction in America, by Anita Gundolf (Greenwood Press; 340 pages; \$45). Explores literary depictions of the upheavals in American Catholic culture in the post-Vatican II era; writers discussed include Mary Gordon, Andrew Greeley, Valerie Sayers, and Paul Theroux. **The Word in Black and White: Reading "Race" in American Literature, 1830-1867**, by Dana Nelson (Oxford University Press; 208 pages; \$35). Analyzes the depiction of race in Cooper's *The Last of the Mohicans*, Harriet Jacobs's *Incidents in the Life of a Slave Girl*, and nine other texts that deal with race among blacks, whites, and American Indians. **Writing "Huck Finn": Mark Twain's Creative Process**, by Victor A. Dwyer (University of Pennsylvania Press; 272 pages; \$29.95). Draws on previously unpublished material in a study of Twain's processes of composition and revision.

PHILOSOPHY

Abortion Rights as Religious Freedom, by Peter S. Wenz (Temple University Press; 294 pages; \$49.95 hardcover, \$22.95 paperback). Argues that the issue of the fetus's status as a person in the first 20 weeks of pregnancy is essentially a religious decision, and thus the right to an abortion is not grounded in a constitutional right to privacy, but rather in the guarantee of religious freedom.

Beauty: The Value of Values, by Frederick Turner (University Press of Virginia; 140 pages; \$20). Defends the notion that beauty is an objective reality in the universe, the experience of which is a particular, neurobiological phenomenon. **Creative Ventures**, by Paul Weiss (Southern Illinois University Press; 360 pages; \$45). A philosophical study of the nature of creativity in all its manifestations. **The Elements of Ethics**, by G. E. Moore, edited by Tom Regan (Temple University Press; 200 pages; \$34.95). Critical edition of 10 previously unpublished lectures delivered by the British philosopher George Edward Moore (1873-1958) when he was in his mid-20s. **The Humane Comedy: Constant, Tocqueville, and French Liberalism**, by George Armstrong Kelly (Cambridge University Press; 300 pages; \$59.95). Combines political theory, biography, and intellectual history in a study of the development of French liberalism in the first half of the 19th century. **The Limits of Medical Paternalism**, by Heta Harty (Routledge; 224 pages; Continued on Folio Page 5.

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Mainstreaming and the American Dream: Sociological Perspectives on Parental Coping With Blind and Visually Impaired Children, by Howard L. Nixon, III (American Foundation for the Blind; 242 pages; \$29.95). Draws on interviews with parents from 23 families.

Talking of the Royal Family, by Michael Billing (Routledge; 272 pages; \$69.50 hardcover, \$16.95 paperback). Considers the cultural significance of widespread public fascination with the lives of members of the British royal family; draws on data from 63 English families.

Theatre at the Crossroads of Culture, by Patricia Pavis, translated by Loren Kræmer (Routledge; 256 pages; \$72.50 hardcover, \$16.95 paperback). Examines aesthetic and political aspects of such cross-cultural theatrical endeavors as Peter Brook's production of the Hindu epic *The Mahabharata*.

Philadelphia: Neighborhoods, Division, and Conflict in a Post-Industrial City, by Carolyn Adams and others (Temple University Press; 210 pages; \$34.95). An interdisciplinary study of developments in the city over the past four decades.

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Personal & Professional

Stanford Said to Ask
Physician to Quit
Neurosurgery Post

Acting chairman a focus of charge that the department is sexist

PALO ALTO, CAL.

A Stanford University neurosurgeon who was accused of sexism by a prominent female physician told colleagues last week that he had been asked to quit his job as acting chairman of his department and told that he would not be considered for the permanent job.

Stanford officials, however, said no final decision had been made in the case of Gerald Silverberg, the acting chairman. The officials said that Stanford was still negotiating with Dr. Silverberg and his lawyer. Neither the doctor nor his lawyer could be reached.

Dr. Silverberg's comments, made to other medical-school professors, followed a meeting with the school's dean, David Korn, and the university's president, Donald Kennedy. The three discussed the findings of a committee set up in September to investigate allegations made by Frances K. Conley.

Resignation Rescinded

In June, Dr. Conley, a neurosurgeon at the medical school, announced that she was resigning to protest what she said was the school's hostile environment toward women and its decision to appoint Dr. Silverberg as chairman of the neurosurgery department instead of conducting a national search. She contended that Dr. Silverberg's leadership would foster further sexism and sexual harassment.

Dr. Conley rescinded her resignation in September on the condition that the university address her complaints.

Dr. Silverberg told *The New York Times* last month that the investigating committee's confidential report detailed only "minor insensitivities" on his part. Some physicians at the university speculated that Stanford, still reeling from the scandal over its mishandling of indirect-research charges filed to the federal government, was relieving Dr. Silverberg from the department chairmanship simply to end the latest controversy.

"I think Stanford at this point is so desperate to avoid further bad publicity that they would regard a sacrificial victim as a

Continued on Following Page

'LIVING ARTIFACTS'

Students Construct Kayaks to Learn
About Native Cultures of the Arctic

A student at Sheldon Jackson College in Alaska lashes an arched wooden beam to the gunwales of his partially constructed kayak.

SITKA, ALASKA

Instead of learning about native Arctic cultures through textbooks and lectures, students at Sheldon Jackson College here learn by building kayaks.

In a new three-credit course called "Culture of the Kayak," two professors are teaching students how to build kayaks using the traditional techniques

of the Inuit Eskimos of Greenland. After spending long hours sanding wood, carving pegs, and sewing canvas, students leave the course with kayaks they have built themselves. More important, say the professors, they leave having learned about Inuit culture.

"The main objective of the course is

Continued on Page A19

Colleges Expand Efforts to Help Teaching Assistants Learn to Teach

By KATHERINE S. MANGAN
Under pressure to improve undergraduate teaching and prepare a new generation of faculty members, colleges and universities nationwide are strengthening their training programs for teaching assistants.

Not only are more institutions offering such training, but they are extending it far beyond the one-day orientation sessions that, until recently, provided the only formal training many TAs ever received.

On an increasing number of campuses, TAs can enroll—and in some cases are required to enroll—in semester-long courses that teach them how to become more effective

instructors. In addition, new teaching assistants are much more likely than before to be videotaped, assessed, and generally encouraged to take their teaching as seriously as their research.

'A Surge of Interest'

"There's no question, there's been a surge of interest in TA training at institutions of all sizes," says Marilla D. Svinicki, director of the Center for Teaching Effectiveness at the University of Texas at Austin. The center helps coordinate training programs in each department and offers a summer seminar for facul-

ty members who instruct teaching assistants.

"It's really hard to be interested in undergraduate education and not be interested in training TAs, since they play such a major role," Ms. Svinicki adds.

While participation in training programs remains voluntary on many campuses, more and more institutions are making them mandatory, national experts say. Some leave that decision up to the heads of each academic department.

At some large research universities, as many as one-third of all undergraduate

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Colleges Expand Efforts to Help Teaching Assistants Learn to Teach

Continued From Preceding Page
classes are taught by teaching assistants. Lawmakers in several states, including California, Florida, and Texas, have lashed out at universities for relying so heavily on TA's, particularly foreign-born students who have heavy accents.

Responding in part to pressure from lawmakers, students, and parents, more universities now require foreign-born teaching assistants to demonstrate that they can speak English clearly before they are allowed to teach. In 1988, Texas lawmakers approved legislation requiring that all classes at public colleges be taught in clear English. The University of Texas at Austin responded by adopting an English-proficiency test that all foreign-born teaching assistants must pass before they can teach. Those who fail the oral test must take language classes until they pass.

Concern About Quality

Over the past few years, several factors—in addition to concern over foreign TA's—have prompted higher-education institutions to expand their training programs for teaching assistants, or to start programs if none were in place. The factors include:

- A growing concern over undergraduate education and, in particular, the quality of teaching in undergraduate classes.

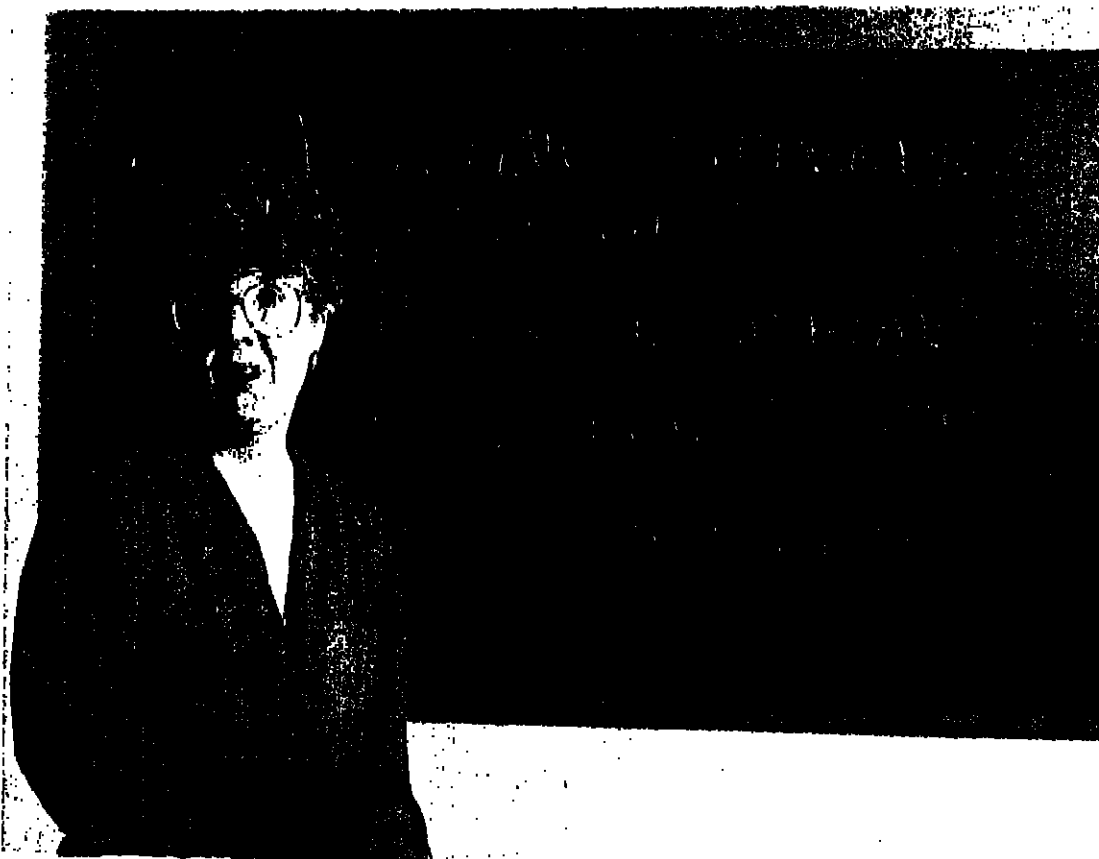
- Public complaints about the large numbers of classes taught by teaching assistants.

- The need to train future faculty members in light of a wave of retirements expected by the end of the decade.

- An increased sense of professionalism among graduate students, who in many cases are demanding better preparation before they begin teaching.

Many of the training programs began in the mid-to-late-1980's, after a series of national reports called attention to problems in undergraduate education. Chief among students' complaints was that too many lower-division courses were taught by TA's with little or no teaching experience.

Says Jules B. LaPidus, president



Marilla D. Svinicki of the Center for Teaching Effectiveness at the U. of Texas: "There's no question, there's been a surge of interest in TA training at institutions of all sizes."

of the Council of Graduate Schools: "People want to be assured that the teaching is being done well, and that students are getting their money's worth at a time of rising tuitions."

Eager to Improve Skills

Undergraduates weren't the only ones concerned about how effectively teaching assistants are trained. Graduate students themselves were in many cases eager to improve their teaching skills. When Derina Sara Samuel entered a doctoral program at Syracuse University in 1987 with a teaching assistantship, she had already taught for three years in Zambia. "Still, I would have been very nervous walking into a classroom of American students, not knowing what to expect," says Ms. Samuel, who was born in Tanzania.

Luckily, Syracuse had just

launched a training program that has since become one of the most comprehensive in the nation. As an international teaching assistant, Ms. Samuel spent two weeks before the beginning of the semester in an intensive program that gave her a brief overview of American culture. It covered what to expect at Syracuse University, how to improve her teaching skills, and such nuts-and-bolts issues as how to grade papers. The orientation session was followed throughout the year by workshops and discussions with faculty mentors.

'Confidence Boost'

The most helpful part of the orientation program, she concluded, was the videotaping of a mini-lecture she delivered. After her fellow TA's viewed the tape and offered constructive criticism, she delivered another lecture, which was also videotaped. "It's the biggest confidence boost you could have," she says.

On other campuses, though, teaching assistants are lucky if they have one full day of "training" before they enter the classroom. When TA training is left to each department, it is not uncommon to find on the same campus teaching assistants who have had extensive preparation for teaching and others who have received none.

Administrators at many institutions have tried to reduce that disparity by offering university-wide programs that insure that all teaching assistants receive at least some preparation. Often they run into a wall of opposition from department heads, who argue that teaching biology and teaching literature require such different skills that a single training program doesn't make sense. Proponents of centralized training, on the other hand, argue that such programs can effectively address general issues, and teaching skills that cut across the disci-

plines—issues like grading papers, responding to plagiarism, and recognizing students' learning styles. Such programs also give teaching assistants a broad support network they wouldn't otherwise have.

The issue of who should train TA's—their departments or a central university office—is a touchy one, as evidenced by a heated discussion in November at the Third Annual Conference on the Training and Employment of Graduate Teaching Assistants. Held at the University of Texas at Austin, it drew 500 people.

At the conference, Carole Glover, who serves as the executive coordinator of the National Association of Graduate-Professional Students, recalled her efforts to start a TA training program at Memphis State University three years ago. At the time she was working on her master's degree in anthropology and serving as president of the university's Graduate Student Association.

"Training was very sporadic from department to department,

Stanford Reportedly Asks Physician to Quit

Continued From Preceding Page
cheap price to pay," said George H. Koenig, a part-time associate clinical professor of neurosurgery. He added: "I think the university is scared to death of a lawsuit by Fran Conley."

Dean Korn did not return telephone calls last week. A spokesman for the medical school said there would be no comment until negotiations with Dr. Silverberg were completed.

Waiting for Official Decision

Dr. Conley said in September that she would probably leave the school if Dr. Silverberg were chosen as permanent chairman of the department. She said last week that she wanted to hear Stanford's

Personal & Professional

and the graduate students decided to get together to develop a campus-wide program ourselves," she said in a recent interview.

"Graduate students are becoming more and more aware of their status as employees as well as students," said Ms. Glover, who is now pursuing a doctorate at American University.

Disciplinary 'Clusters' Used

The voluntary program has since grown to a three-day, pre-semester orientation session run by the graduate students themselves. Language screening for foreign TA's is handled by the university.

The most effective efforts, many observers conclude, have a centralized program that complements rather than replaces department-based efforts.

Over the past few years, the University of California at Riverside has developed a compromise plan that trains teaching assistants in disciplinary "clusters," such as foreign languages or laboratory sciences. Participation is required of all new TA's who do not receive departmental training. The plan was adopted because, as of 1988, only 6 of the university's 27 departments were providing instructional training to their TA's.

Far from finding a centralized program intrusive, departments were eager to pass the responsibility on to others, says Linda B. Nelson, director of the Teaching Assistant Development Program at the Riverside campus. "Most departments accepted and even welcomed outside training," she says. "They could breathe a sigh of relief because the pressure was off them to provide training."

Judy Nyquist, who has written extensively about TA training, says she has seen some significant changes in the past few years. Ms. Nyquist, director of the University of Washington's Instructional Development Center, says the one-day "hit-and-run" orientations are giving way to continuing semester-long efforts. She's also seeing more senior scholars working with TA's.

With the prospect of a faculty shortage looming on the horizon, more and more universities are viewing their teaching assistants not only as short-term employees but as the faculty members of tomorrow. "Finally," says Ms. Nyquist, "people are realizing we're training the next generation of professors."

official decision before she decided whether to take further action. In a separate development, last month Dr. Conley criticized the way Stanford resolved a sexual-harassment case involving a cardiologist here. The university said last month that it had taken disciplinary action against the physician, Mark G. Perloff, who was accused of sexually harassing two female students more than a year ago. But as part of an agreement it reached with Dr. Perloff, Stanford refused to disclose what steps it had taken. Said Dr. Conley: "If you're going to use censure as a deterrent to this type of behavior, the elements of the censure should be known."

—COURTNEY LEATHERMAN

Personal & Professional

Students Build Kayaks to Learn About Arctic Cultures

Continued From Page A17

not the kayak," says Ronald E. Dick, an associate professor of natural resources who taught the class with another faculty member this winter. "It's the knowledge that is gained about the kayak and about the culture that developed this technology."

By the end of the class, he says, students have "gained a lot more than just a boat. This is essentially a living artifact."

If the subject of the class seems unorthodox, so too is the method used to teach it. Students who ask questions often hear this reply: "Ask the kayak."

The professors aren't being flip-pant, says Ray Jennings, an assistant professor of social sciences who co-taught the course. The idea, he says, is to teach students "the way an Inuit elder might—by observation, by helping to bring out the student's intuitive sense about the boat."

After a while, he says, "instead of asking questions, they begin to look at the kayak and figure it out for themselves."

Kayaking is a popular sport at Sheldon Jackson College, situated in the town of Sitka on Baranof Island. The island lies along the coast of the Gulf of Alaska and is accessible only by boat or plane. The campus itself overlooks the ocean. A pod of humpback whales has been wintering in Sitka Sound in recent years, and students often paddle kayaks out to see them.

'You Get Addicted'

A 300-student liberal-arts college, Sheldon Jackson operates on a calendar year that sandwiches a one-month "Interim" session in January between two four-month semesters. Some students go home for the month, while others take courses or go on field trips. The kayak course was offered in this year's interim session under anthropology and sociology.

The kayak course was scheduled from 9 a.m. to 3 p.m., Monday through Friday. The problem was not getting students to stay for that long, but getting them to leave, professors say.

Helena M. Gladke, a junior who took the course, says she and others would stay until 5 p.m., then return to class after dinner. "You get addicted," she says. "You just want to do more."

The professors limited the enrollment to eight students, reasoning that more would make the class unwieldy. Students were divided into teams of two; each team built two kayaks. (While about 24 percent of the college's students this year are Alaskan Natives, none took part in the first kayak course.)

Both Mr. Jennings, who is white, and Mr. Dick, who is part Cherokee and part white, are avid kayakers who learned the Inuit techniques and traditions of building a kayak by taking seminars taught by a Danish instructor who learned from the Inuits. They decided that kayak building would be an interesting course to offer at the college.

Building the kayaks in the Inuit way means using all natural materials. The frames are made of Sitka spruce and red oak. While the Inuit

covered their kayaks with seal skin, the students used canvas. Instead of power tools and varnish, students used hand tools and linseed oil. Nor did they use glues or resins. "It's all lashed, pegged, and sewn," Mr. Dick says.

No Rulers or Measuring Tapes

Ms. Gladke, who is just learning to kayak, called the experience of building it "very pioneerish." At one point, she chipped and chiseled away at a 3-by-6-foot beam to make a brace for her kayak, only to have the piece break when she was almost done. "You respect the wood a lot more this way," she says.

No rulers or measuring tapes are used. The Inuit used anthropometry—a method of measurement using the human body—to determine the size of their kayaks, and so did the students. The width, for example, is determined by the span of the user's hips plus a fist on either side. The result is a more efficient and maneuverable kayak—built to fit the owner's body "like a tailor-made boot," Mr. Dick says.

Not to mention a cheaper kayak. Students paid a \$400 fee for the course, which covered materials for the kayaks. Stores in Sitka charge \$2,000 or more for a fiberglass version, Mr. Jennings says. Skeptics might say that building

a kayak for college credit is a vocational exercise more than an academic venture. Mr. Dick disagrees. "It isn't vocational, because these people aren't going to be boat builders," he says. Students keep a journal, writing about the building process and about insights they gain into the culture.

The two professors plan to teach the course again. One benefit, they say, is that it helps students take responsibility for their learning.

Social Roles Are Studied

Ms. Gladke agrees. "You just want to ask, 'Can I do this? And they're like, 'Look at your kayak. Think.' And that's really tough for a lot of people."

What happens if the kayak gives the wrong answer?

"We walk a fine line as to when to interfere," Mr. Jennings says. "When we see something that threatens to endanger the integrity of the kayak, we do step in. But it's a very tolerant design. It tolerates a lot of experimentation."

In addition, students learn about Inuit culture as they work—about social roles and the division of labor among the Inuit as well as what the kayak symbolizes, how long it takes to build, and how wood is gathered for it.

Adds Mr. Dick: "Students gain some real respect for the people that invented and developed and refined this hunting tool, and that's what it was. The kayak is to the Inuit as the horse was to the horse cultures of the Plains Indians."

—DENISE K. MAGNER

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(Preprint Press, 160 East Illinois Street, Chicago 60611; 238 pages; \$39.95). Includes information of interest to trustees of colleges, universities, hospitals, and other institutions.

College and University Business Administration, fifth edition, edited by Delbert McDonald Green (National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington 20036; the three-volume set has 1,339 pages and costs \$130 for non-members, \$195 for college and university business and financial officers.

Developing Professional Education, by Hazel Bates and David Watson (Society for Research into Higher Education Open University Press, available from Taylor & Francis Group, 1900 Frost Road, Suite 101, Bristol, PA 19007; 173 pages; \$79 hardcover, \$36 paperback). Contains case studies of the design and management of a curriculum of professional-education courses at Oxford Polytechnic in England.

Educational Rankings Annual 1992, edited by Lynn C. Hutendorf (Gale Research, P.O. Box 33477, Detroit 48232; 625 pages; \$130). Presents approximately 2,000 published lists and rankings that allow the reader to compare the programs, faculty, funding, and organization of education on all levels from elementary schools to postdoctoral institutions.

In Pursuit of the Ph.D., by William G. Bowen and Neil L. Rudenine (Princeton University Press, 3175 Princeton Pike, Lawrenceville, N.J. 08648; 452 pages; \$35, plus \$2.75 for shipping). Focuses on "time to degree" and completion and attrition rates in a study of the effectiveness of U.S. doctoral programs in the arts and sciences; draws on data from 35,000 students who entered programs in English, history, political science, economics, mathematics, and physics at 10 universities from 1962 to 1986.

Instructing and Evaluating in Higher Education: A Guidebook for Planning Learning Outcomes, edited by Ron J. McLeish (Educational Technology Publications, 700 Pulaski Avenue, Englewood Cliffs, N.J. 07632; 355 pages; \$34.95 prepaid). Contains 11 "modules" that cover such topics as preparing lectures, conducting discussions, and constructing multiple-choice, essay, question, and other tests.

Off-Campus Library Services: Selected Readings from Central Michigan University's Off-Campus Library Services Conference, edited by Barton M. Leskin (Statewide Press, P.O. Box 4167, Madison, N.J. 08040; 256 pages; \$27.50). Expanded and revised version of 18 articles that originally appeared in volumes of the proceedings of two conferences.

Perspectives on Minority Women in Higher Education, edited by Lynn H. Beech Welch (Praeger Publishers, Greenwood Publishing Group, 88 Post Road West, Westport, Conn. 06881; 176 pages; \$39.95 prepaid). Presents essays by black and Hispanic scholars on various issues of concern to minority women in American higher education; also includes a section on the need for female educators in the third world, and the general status of academic women internationally.

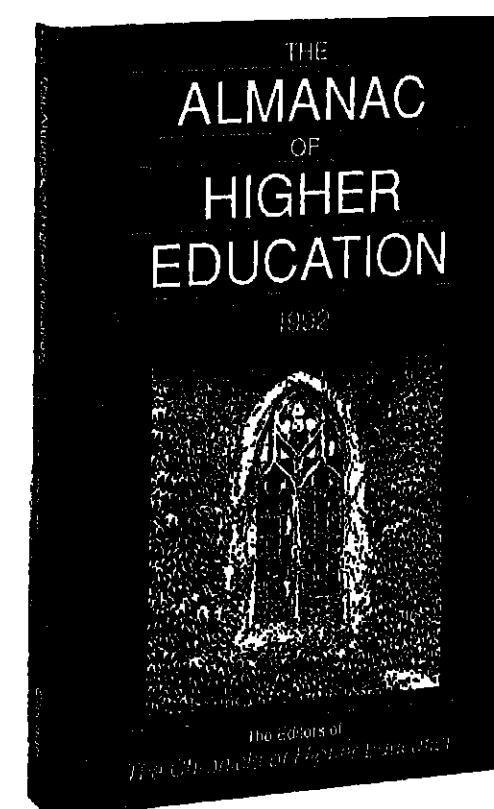
Peterson's Register of Higher Education, 1992 (Peterson's Guides, 202 Carnegie Center, P.O. Box 3173, Princeton, N.J. 08543; 1,090 pages; \$41.95, plus \$6.75 for shipping). A directory of names, titles, addresses, phone and facsimile numbers, and other information on upper levels of administrative management at 3,700 colleges and universities.

Restructuring for Ethnic Peace: A Public Debate at the University of Hawaii, edited by Maji Tehranian (Mitsunaga Institute for Peace, University of Hawaii, Post Office Box 717, 2424 Mule Way, Honolulu 96822; 187 pages; \$5, plus \$2 for shipping; make checks payable to University of Hawaii Foundation). Contains papers from spring 1991 symposium that were organized in response to an outbreak of ethnic tension on the Manoa campus.

Retention by Design: Achieving Excellence in Minority Engineering Education, by Raymond B. Landis (National Action Council for Minorities in Engineering, 3 West 35th Street, New York 10001; 24 pages; \$12 prepaid). Discusses problems of access, retention, and academic performance for minority students in engineering-education programs at American colleges and universities.

Using Computer Networks on Campus: Papers from the First Annual Conference 1990, edited by Les Lloyd (Metzler Publishing, 11 Ferry Lane West, Westport, Conn. 06880; 137 pages; \$30). Contains papers from a Lafayette College conference in which speakers from various institutions presented, in a non-technical format, ideas on the use of computer networks for students, administrators, and faculty members.

The World of Learning 1992 (Gale Research, P.O. Box 33477, Detroit 48232; 1,980 pages; \$330). Includes information on some 26,000 academic, cultural, and scientific institutions in more than 160 countries.



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On Line

Two Cornell University sophomores were arrested last week for allegedly slipping a virus embedded in computer games into national computer archives. The students, David S. Blumenthal and Mark A. Pilgrim, were charged with computer tampering, a misdemeanor, and released on bail. A preliminary hearing was set for April 10.

The virus, "MBDF-A," was embedded in three games for the Macintosh—Obnoxious Tetris, Tetriscycle, and Ten Tile Puzzle—said M. Stuart Lynn, Cornell's vice-president for information technology, who headed a search for the virus after he was alerted that a Cornell computer might be the source.

The virus was detected last month in computer archives in the United States and Great Britain. As soon as it was identified, Mr. Lynn said, computer users who track viruses alerted others on the electronic networks. "Our sense is that the virus was controlled very rapidly," he said.

In 1988, a Cornell computer was the source of a serious virus when Robert J. Morris, Jr., a graduate student, let loose a "worm" that infected government and university research networks. Mr. Morris was convicted of computer fraud, fined \$10,000, put on three years' probation, and ordered to do 400 hours of community service.

Although electronic materials play a role at the collections of the Library of Congress, the vast majority of items are still on paper. Of the 98,636,944 items in the total inventory at the end of fiscal 1991, 1,870,190 were audio disks, tapes, and other recorded items, and 130,621 were videotapes and videodisks.

The library reported that it had 12,550,437 records on computer data bases at the end of the year.

Temple University is developing an electronic network that will let music therapists exchange research findings and clinical information.

The network will be the U.S. link for the Worldwide Information Network or WIN, which combines an on-line data base of scientific information with an electronic bulletin board and electronic mail. When the network is completed, the data base will include over 20,000 abstracts from publications written in English. The bulletin board will contain a job bank and directories for performing artists seeking help for physical or psychological problems.

WIN is now available to students and professional practitioners in Australia, Belgium, Denmark, England, and the Netherlands.

"Future plans include expansion to other countries and the addition of literature on other arts and health areas," says Cheryl Maranto, an associate professor of music, who is steering the project.

Information Technology

High-Speed Network for Research Stirs Controversy

Lawmakers and educators fear access could be restricted

By DAVID WILSON

WASHINGTON
A Congressional panel is concerned that the National Research and Education Network, a high-speed computer superhighway that could revolutionize scholarship, is in danger of being set up in a way that could deny access to a wide variety of prospective users.

Some university officials agree that the concern is legitimate, and that without proper safeguards, access to the network could be controlled or restricted by one or more companies. The companies could then restrict educators' ability to get on the network, limit the availability of certain services on the network, or drive up costs.

In what some fear is a precursor of coming fights over the network, known as NREN, the National Science Foundation is already under fire by some for allegedly failing to provide fair access to an existing network, NSFnet. The NSF is the lead federal agency in charge of NREN.

Equal Terms and Conditions Sought

Other college officials are fearful of the Congressional scrutiny. They say it could delay the development of the NREN, which is scheduled to be completed by 1996. "If we make this into a political issue, we'll see the technical progress we've been making slow to a standstill," said Doug Gale, director of computing at the University of Nebraska at Lincoln.

Using the high speeds offered by the NREN, researchers will be able to send vast quantities of data in seconds over wires that link campuses, making practical such dreams as entirely electronic libraries.

It took years of lobbying to muster the support needed to get legislation authorizing an additional \$1-billion for the development of NREN enacted into law last year. Most of that money has not yet been provided, so backers of the network need strong Congressional support to continue for the next few years to get the system off the ground.

The Congressional panel that will study the management of NREN is the House Subcommittee on Science. Rep. Rick Boucher, a Democrat from Virginia who is chairman of the subcommittee, said the panel's major concern was insuring fair access to NREN for all users on equal terms and conditions.

'Long-Term Oversight'

Representative Boucher said the monitoring of the project by his subcommittee would continue for some time. "This will be a long-term procedure of oversight to make sure that as NREN becomes functional, a proper management system is put in place for it."

He also pledged that he would not try to impede progress on the network. "Our goal will be to make sure that politicization does not happen," he said.

Questions about how the NREN will guarantee Continued on Page A24

Videodisks Bring 'Dimension of Emotion' to Ethics Education

Multimedia technology allows students to experience real-world moral dilemmas

By BEVERLY T. WATKINS

PITTSBURGH
Using videodisks and computer technology, faculty members at Carnegie Mellon University are creating real-world moral dilemmas in the classroom for students studying ethics, values, and critical thinking.

Traditionally, in ethics courses, professors have relied on books and lectures to generate discussions of issues. They acknowledge, however, that for students who have not yet had much experience with life, such discussions are academic exercises.

With multimedia technology, professors can simulate thorny situations by using interactive videodisks that let students explore actual cases. In full-motion video with images and text, the cases raise controversial questions and reveal conflicting perspectives. Professors say the disks give students real-life experience in making tough choices.

"Ethics is not a theoretical discipline. It's supposed to inform our practice—the choices we make in real situations," says Preston K. Covey, who directs both the Center for the Advancement of Applied Ethics and the Center for Design of Educational Computing here. "The ethics classroom is very data-poor, but moral education in real life is very rich."

Because the interactive videodisk com-

bines the power of television and film with the control of the computer, says Mr. Covey, it lets students experience flesh-and-blood issues and think about them carefully at the same time. "The interactive videodisk adds the dimension of emotion to ethics education," he says. "In real life, you don't deliberate issues impartially and unemotionally in a vacuum."

Making Students Aware of Issues

Mr. Covey, who is also an associate professor of philosophy, says the ethics disks are not designed to persuade students to take a particular viewpoint, but to make them aware of all the issues. "It is not the point of an ethics class to change opinion. If students see that 'Gee, it's a whole lot more complicated than I thought it was,' the class is a success," he says.

The videodisk project, called Theoria, was started in 1987 to encourage faculty members to develop multimedia materials for the arts and humanities. It was the brainchild of Mr. Covey and Robert J. Cavalier, who became executive director of the educational-computing center at that time.

Theoria took its name from the Greek word for theory, which has the same root as the Greek word for theater. In the Golden Age of Greece, Mr. Covey notes, one vehicle for ethical theory was the theater, where elements of the human condition were reflected in the plays. "Theoria is an



Carnegie Mellon's Preston K. Covey, left, with Robert J. Cavalier: "The interactive videodisk adds the dimension of emotion to ethics education. In real life, you don't deliberate issues impartially and unemotionally in a vacuum."

allusion to the concept of theory rooted in concrete observation," he says.

The director concedes today that "Theoria is a little too arcane an allusion to be helpful." He says no one knows what it means, and everyone mispronounces it (the correct pronunciation, he says, is tay-o-REE-a).

'Grounded in the Classroom'

In the last five years, the project has developed what Mr. Cavalier calls "a faculty-grounded, classroom-based strategy."

"We think the content expert should be the designer of the videodisk, or as close to the designer as possible," he says. "The use of the technology is always grounded in the classroom."

The computing center has completed two interactive disks—"A Right to Die?"

and "Art or Forgery?"—and has others in various stages of production. The finished disks are based on actual cases. Although the cases were resolved, they still raise issues that are debated today:

■ "A Right to Die? The Case of Dax Cowart." In this case, based on an event in 1973, Donald (Dax) Cowart suffers burns over 65 per cent of his body and is left blind and maimed when his car, parked over a leaking gas line, explodes. For 14 months, as he undergoes agonizing burn therapy, he pleads with doctors and nurses to stop the treatments and let him die. Students debate whether Mr. Cowart, who remains rational throughout the therapy, should be kept alive or be allowed to die.

■ "Art or Forgery? The Case of Han Van Meegeren." In this case, based on an episode in 1945, a Dutch painter named Han Van Meegeren is charged with Nazi

collaboration. Authorities have found that Hermann Göring possessed a painting, called "Christ and the Adulteress" by the 17th-century artist Jan Vermeer, that he apparently obtained from Van Meegeren. To avoid trial on a charge that carried the death penalty, Van Meegeren claims he painted the Vermeer himself. Failing to convince the judge, he claims he painted several other masterpieces attributed to Vermeer, including works used to authenticate Göring's painting. To prove his case, Van Meegeren paints a new Vermeer in the courtroom. Students decide whether "Christ and the Adulteress" is an authentic Vermeer or a forgery, and debate the value of the signature on a work of art.

■ "Birth or Abortion? The Human Face of a Dilemma." In this prototype, now being tested in the classroom, two couples in their mid-30's can choose to take a medical

test, called amniocentesis, to see if their unborn babies have Down's Syndrome. One couple decides to take the test, implying that they would consider abortion if the fetus were defective. The other couple declines, implying that they would reject abortion. Students debate the pros and cons of abortion.

The computing center has other videodisks in the research and planning stages that concentrate on issues of crime and gun control, cultural differences in advertising, dispute resolution, obscenity and censorship in the arts, and whistle blowing.

Process Can Be Frustrating

Although interactive videodisks are well suited for teaching ethics, Mr. Covey says, producing them can be a time-consuming and sometimes frustrating process. Prototypes for the two completed products were produced in six months in 1987-88, he says, "but the present generation of disks wasn't finished until 1991."

Of the two, "A Right to Die?" caused the fewest problems because the computing center used two existing videotapes. The first, called "Please Let Me Die," was made in 1974 by Robert B. White, a professor of psychiatry at the University of Texas Medical Branch at Galveston, while Mr. Cowart was undergoing treatment. The second, called "Dax's Case," was produced 10 years later, with Mr. Cowart's participation, by Concern for Dying Inc., a New York-based organization that advocates euthanasia.

The videodisk contains pictures of Mr. Continued on Following Page

In "A Right to Die," a multimedia videodisk, students see images of a young man as a football player, of the car in which he was severely burned, and of him, disabled, using his tongue to operate a telephone.



Videodisks Allow Real-World Study of Issues in Ethics

Continued From Preceding Page
Coward before the accident, a head-on shot of his car after the explosion, and scenes of him in therapy. It shows Mr. Coward a decade later, disabled but married and practicing law. Despite his recovery, he contends that he should have been allowed to die.

Students can see interviews with Mr. Coward, his mother, his doctors and nurses, and his lawyer. The interviews push students to think about the quality of life, the obligations of medical professionals, and a patient's right to decide whether to live or die.

"If students allow Dax's request to die, they see Dax alive, playing with his dog, working, at home," says Mr. Cavalier. "If students deny Dax's request, they see him undergoing agonizing treatment in the hospital."

Mr. Cavalier adds: "We never say the students get the wrong an-

swer. We just put their decisions under duress."

"Art or Forgery?" was more complex to produce, he says. Locating the art materials required extensive searches. Getting permission to reproduce pictures consumed vast amounts of time, in part because many people were not familiar with videodisks.

Images of Vermeer's Works

The videodisk contains images of all of Vermeer's works that were authenticated in 1944, paintings that Van Meegeren claimed to have forged and works painted under his own name, articles that reflect the controversy among experts at the time, and historical text. A 1949 film, *Van Meegeren's Faked Vermeers and De Hoochs*, documents the scientific and forensic investigation that led to the conclusion that Van Meegeren was guilty of forgery. The disk places the stu-

dents in the mid-1940's—the trial was held in October 1947—and restricts the evidence to what was known at the time. "The stu-

"Some students objected that the material was too upsetting. Such is life—that is just the point."

dents are in the same situation the jury was in," Mr. Cavalier says.

No matter what the students decide, they must support their decision with the evidence provided. "They decide Yes or No for forgery, and then go through their criteria," he says. "The disk raises the question, Should the value of a

painting be different if you sign your name?"

Mr. Cavalier, who secured permission from museums to copy their plates, slides, and transparencies, says that "the rights acquisition process is the most time consuming part of multimedia."

"We were dealing with thousands of images," he continues. "We had to write all over the world. We would get letters back from Germany, for example, asking *Was ist das 'videodisk'?*" Then we had to explain. We finally got the rights to all the images. No one said No, but everyone had a different way of saying Yes."

Wide Range of Equipment

For the Theoria project, the educational-computing center developed a special programming language, called "CL," to control the video, graphics, text, and other features of multimedia technology. "CL makes it feasible for ordinary mortals—even professors—to write multimedia programs," says

Information Technology

Bruce A. Sherwood, the center's principal research scientist, who worked on the computer language. "Moreover, these programs will run without change on a wide range of equipment, from the IBM PC family to the Apple Macintosh family to Unix workstations."

Three years of classroom evaluation, primarily by Mr. Covey and Mr. Cavalier, preceded the pressing of the finished disks last year.

During the lengthy evaluations, says Mr. Covey, the students' primary complaints were twofold: There is not enough information, and there is too much information.

With the Van Meegeren prototype, for example, some students demanded more paintings and more text, he says. "They did not need more to investigate the forgery claim, but they were motivated to explore further."

With the Coward disk, he says, "some students objected that the material was too upsetting." Mr. Covey's response: "Such is life—that is just the point."

Information Technology

TECHNOLOGY UPDATE

- **Organization conducts worldwide search for computer viruses**
- **Center plans inventory of electronic texts in the humanities**
- **Project compares on-line instruction with traditional teaching**

The Antivirus Methods Congress is conducting a worldwide search for computer viruses, programs that automatically copy themselves from one disk to another without the users' knowledge and disrupt computer operations.

Since it started looking in the fall, the organization has found 1,200 viruses, says its president, Richard G. Lefkon, an assistant professor at New York University's Information Technology Institute.

The congress was organized last fall by representatives of academe, corporations, and government to locate and study computer viruses and exchange information about them. The group has about 200 members, a third of them from colleges and universities.

The organization, which is seeking more members, plans to hold its first formal meeting next week at the International Computer Virus & Security Conference in New York. "Our goal is to have 1,300 members by April, so the organization will have more members than there are viruses," Mr. Lefkon says.

For more information, contact Richard G. Lefkon, Antivirus Methods Congress, 609 West 114th Street, New York 10025; (212) 663-2315; AMCV@WELLS.AT&T.US.

—HEVERLY E. WATKINS

The Center for Electronic Texts in the Humanities has been established at Rutgers University to complete an international inventory of the thousands of texts available in machine-readable form.

The center, a joint venture of Princeton and Rutgers Universities, will continue a project started at Rutgers seven years ago to inventory and catalog texts that have been typed into a computer.

Susan M. Hockey, the center's director, says the original inventory, which is available on RLIN, the electronic network of the Research Library Group, will save scholars the trouble of typing texts into the computer again.

Ms. Hockey, the former director of the Computers in Teaching Initiative Centre for Textual Studies at Oxford University, says some significant research has already been done using computers to search through every word in works by certain authors, looking for patterns. "That's the sort of research that couldn't be done without a computer," she says, and such research would be more feasible with a catalog of machine-readable items.

Ms. Hockey says the center hopes to provide access to machine-readable texts and to develop software to let scholars make better use of all computerized texts.

For more information, contact Susan M. Hockey, Center for Electronic Texts in the Humanities,

Rutgers University, 169 College Avenue, New Brunswick, N.J. 08903; (908) 932-1384; CETH@ZODIAC.RUTGERS.EDU.

—DAVID L. WILSON

Northern Kentucky University has begun a pilot program to determine how on-line instruction stacks up against traditional teaching.

Last year the institution allowed

professors and students in two classes to communicate with each other on computers linked by a network, says Sandra W. Easton, associate provost. The results were so successful that the university has expanded the program to six courses this year with test and control sections. Students in the test sections will be able to submit homework, ask questions, and interact with each other and the instructor on the network.

Ms. Easton says the tests will indicate how useful the technology is not only in the traditional setting, but also in conjunction with classes taught by television, in which students are on the campus only four times a year to take tests.

"At this point, about 175 students are using the computers," she says, with a comparable number taking traditional classes.

For more information, contact Sandra W. Easton, 818A Administrative Center, Northern Kentucky University, Highland Heights, Ky. 41076; (606) 572-5379. —D.L.W.

Briefly Noted

■ Walsh College in Ohio plans to

offer a new major in computer science next fall, phasing out its combined major in mathematics and computer science over the next three years.

■ The first issue of *TECHNOS: Quarterly for Education and Technology*, a new publication on the role of information technology in bringing change in education, is available from the Agency for Instructional Technology, 1111 West 17th Street, Bloomington, Ind. 47402-0120; (812) 339-2203. An annual subscription costs \$20.

■ "Plans and Investments in Educational Technology: A Status Report for the SREB States" is available for \$10 from the Southern Regional Education Board, 592 10th Street, N.W., Atlanta 30318-5790; (404) 875-9211.

Development of High-Speed Network for Research Stirs Controversy

Continued From Page A22

ante access have been raised in recent months by several observers, including a networking executive who charges that the NSF has given unfair advantage to a competitor that manages NSFnet, the foundation's computer network.

The foundation's network will eventually become a significant part of NREN. The NSF has turned over management of NSFnet to a company created for the task. That company is called Advanced Network and Services Inc., an independent, non-profit entity.

A subsidiary of Advanced Network and Services markets space on NSFnet to businesses. Officials of the company say that of the money the subsidiary receives, it keeps only charges for overhead and taxes. All other money is used to upgrade the network.

'Monopoly' Feared

The most vocal critic of the NSF's relationship with Advanced Network and Services Inc. is William L. Schrader, president of Performance Systems International Inc., a commercial network provider. He has charged that the NSF has made it impossible for his company to compete fairly against Advanced Network and Services and its subsidiary selling network time to commercial entities.

"They are basically in a position to create a monopoly" by controlling access to the foundation's network, Mr. Schrader said. Eventually, he says, they will control access to NREN as well, because of the pivotal role NSFnet will play in NREN. Under such a monopoly, he warned, commercial users might well eventually dictate who has access to NREN, closing it off to all but big business and big science.

The National Science Foundation, he said, "has given ANS exclusive rights to sell commercial access to NSFnet, and that must either be terminated or opened up to everyone."

Stephen Wolff, director of the NSF's networking division, rejected the charges and said that

the foundation itself set policy for the network and that companies besides Advanced Network and Services Inc., including Mr. Schrader's, can use it.

Not Trying to Play Favorites

Mr. Schrader also said that although the NSF has pledged to issue multiple contracts for the oversight and management of NREN, that wasn't enough to insure "a level playing field."





Mr. Wolff said the NSF was not trying to play favorites and was instead trying to get the best possible service for the widest possible community of users at the least possible cost. "Everything that we do is interpretable in that context."

Mr. Wolff also said that NSF officials were aware of the need to keep Congress satisfied on the issue. "In future budgets, if we look like the bad guys, Congress may do bad things to our budget," Mr. Wolff said.

Representative Boucher offered some assurances, however, that the hearings were designed to insure smooth management of NREN, not to hurt the NSF. "Our concern is really not with any squabbles that may exist today with regard to management of the NSFnet. Our concern is the strategy that will be put in place for management of NREN when it becomes functional."

And, he said, there is no reason that the current system of management would have to be scrapped—provided that no businesses or educational institutions are closed out of the system. "It is possible that NREN could be managed by a private entity under contract with the federal government, and it is possible that it could be managed by a private entity that also uses the network for its own services," he said.

He warned, however, that Congress would be watching the issue closely. "Special protection will have to be put in place to make sure that the managing entity does not discriminate against competitors," he said.

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Meteorology. "Meteorological Education and Research Applications," for Apple Macintosh. Requires "HyperCard." Tutorial lets students explore the evolution of the boundary layer of air through animation and graphics; includes advanced topics in atmospheric dynamics, air-quality engineering, and environmental science; \$65; quantity discounts available. Contact: Intelligent Department, P.O. Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Statistical. "MINITAB Statistical Software, Version 8," for IBM PC and compatibles. Interactive statistical package lets user organize, analyze, and report research data; provides 180 statistical functions operating on data stored in a row-by-column worksheet; includes high-resolution and character-version graphics, and data and file management; \$395; quantity discounts and site licenses available. Contact: Minitab Inc., 3081 Enterprise Drive, State College, Pa. 16801-2756; (814) 238-3280.

Veterinary medicine. "Dairy Cattle: Repro-Measures," for IBM PC and compatibles. Tutorial includes six measures for improving dairy herds, including calving interval, days to first breeding, days open, breedings per conception, culling, and heifer age at breeding; includes definitions, calculations, target values, components, and interactions for each measure; lets students evaluate five herds; \$25 for members; \$75 for others. Contact: Wisc-Ware, Academic Computing Center, University of Wisconsin, 1210 West Dayton Street, Madison, Wis. 53706; (800) 543-3201 or (608) 262-8167.

OPTICAL DISKS

Archaeology. "Perseus, Version 1.0," for CD-ROM and videodisk players used with Apple Macintosh. Requires "HyperCard." An introduction to Greek antiquity, including a general view of fifth-century-B.C. history, works in Greek and in translation by 10 authors from the archaic and classical periods, biographies of ancient authors, and articles on geographic regions, architectural terms, and vase shapes; includes 2,400 views of 137 vases, 2,300 images of 800 sites, 150 site plans, 1,050 images of 327 coins, descriptions of 310 buildings with illustrations, and more; contains an electronic version of the Liddell-Scott *Intermediate Greek-English Lexicon* and an index of English definitions; \$150 for CD-ROM; \$225 for videodisk; \$350 for both; quantity discounts and site licenses available. Contact: Yale University Press, 32A Yale Station, New Haven, Conn. 06520; (203) 432-0912.

Radiology. "Recognizing Radiographic Artifacts," for videodisk players used with IBM PC and compatibles. Requires "InfoWindow." Contains three sections on radiographic technology: tutorial section covers multiple images, inexact materials, internal and external hospital equipment, artifacts introduced during film handling and processing, and artifacts caused by equipment; comparison section includes minus-density and plus-density artifacts; test section evaluates skills in recognizing artifacts; \$630 each for members; \$1,300 each for others. Contact: Health Sciences Consortium, 201 Silver Cedar Court, Chapel Hill, N.C. 27514; (919) 942-8711.

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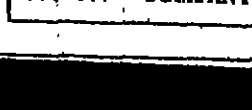
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Section 2

March 4, 1992



Too Many Full Professors: a Top-Heavy Pyramid

By Andrew Hacker

EVEN THE RICHEST CAMPUSES are pleading poverty. Yale University, with its 10-digit endowment, has eliminated its water-polo team and has proposed closing its department of linguistics. Middlebury College a few months ago fired departmental secretaries with decades of devoted service. The causes of these and other cutbacks need no elaboration. State legislatures, in some cases responding to taxpayer revolts, have slashed higher-education budgets. At private colleges, tuition increases cannot cover mounting bills, and gifts in this recessionary era fill only a frac-

tion of the gap. Yet the biggest item in college budgets has remained sacrosanct. The jobs and salaries of tenured faculty members have gone virtually untouched, even as part-time lecturers receive pink slips. Trying to remove even an associate professor can elicit a prolonged court fight. Apart from cases of moral turpitude, colleges must prove that "financial exigencies" make it necessary to dismiss some tenured professors. And since cuts in the faculty ranks are confined to the bottom

rungs of the professoriate, several adjunct faculty members must be dismissed to preserve the salary of a single senior professor.

FIGURES on faculty ranks and costs can be derived from information on compensation of full-time faculty members published by the American Association of University Professors. The chart on the next page provides data for a cross section of institutions for academic 1990-91. On at least half of the faculties listed, the number of full professors exceeds the

Continued on Following Page

OPINION

The Full-Professor Bloat: a Top-Heavy Pyramid

Continued From Preceding Page
combined number of faculty members in all other ranks. Indeed, the University of Chicago had 470 full professors, compared with only 150 at the assistant-professor level. The comparable numbers at Stanford University were 532 and 175.

These distributions obviously affect budgets. Pay for full professors can rise above \$100,000 and can reach \$60,000 even at "second-tier" schools. At Harvard University and the University of California at Berkeley, salaries and benefits for those at the top consume more than three-quarters of the payroll for full-time faculty members. And even where full professors make up less than a majority, they sometimes still absorb about half of the money available for faculty salaries, as at Iowa State University and the University of South Carolina.

It might be useful to ask what has produced the plethora of full professors with such liberal salaries. In fact, academe's inverted pyramid is something of an anomaly in this country. Other organizations tend to have more conventional employment structures, with a broader base and fewer people at the top. The military is an example: The number of officers tapers off in each successive rank. Yet in the faculty world, people usually get lifetime tenure in their 30's and often are promoted to full professor before they reach 40. With the end of mandatory retirement, some could stay at the top of the pay scale for 40 years or more.

THE CURRENT SITUATION began in the 1960's and 1970's, when faculties expanded more than threefold to accommodate ballooning enrollments. Promotions and tenure were granted with unprecedented generosity because of the heavy demand for faculty members and pressure to keep salaries from being eroded by inflation. Moreover, a clubby atmosphere developed concerning faculty pay. Certainly, annual raises for everyone make for more amiable relations among colleagues. In addition, a college's image may be enhanced if it is known for having a well-paid faculty. It is one thing, however, for an elite university to give six-figure salaries to several of its stars; presumably academic celebrities must get that kind of money to keep them from going elsewhere. But how are we to react when one university's average salary for its 644 full professors is \$109,100? A skeptic might wonder why some professors continue to receive lavish pay, augmented by annual increases, even when they are past their productive prime and no longer receive outside offers of employment.

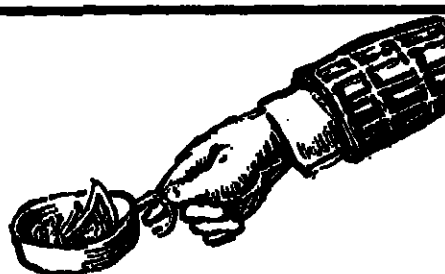
It is not clear that professors need the levels of salaries that they now receive. In a typical campus town like Ames, Iowa, where Iowa State is located, \$77,500 goes a very long way. Most middle-aged academics have put their kids through college and paid off their mortgages. Many have working spouses, often with well-paying jobs. Look at how many take off for foreign parts after a term ends, even before their final exams are handed in. Someone once went Thorstein Veblen one better by calling attention to the "leisure of the theorized classes."

Perhaps the most troubling consequence of full-professor bloat is that it leaves colleges and universities with little money left to hire or retain younger people who have not yet achieved tenure. When non-tenured faculty members have trouble getting jobs or permanent appointments, word

gets around; the result is that fewer students than in the past are considering academic careers. During the past two decades, the number of doctoral degrees awarded to American citizens has declined. Back in 1970, about 700 doctorates were granted for every 1,000 graduate degrees in law and business administration. Last year, the ratio was less than 240 per 1,000. Nor does it appear that forecasts of coming shortages of faculty members have persuaded more of today's col-

leges to consider academic careers. One suspects that a long tradition of tight budgets has forced them to be more realistic in assessing faculty contributions. With dollars freed by paying fewer professors top salaries, institutions would have more money to pay tenured associate professors and other faculty members. Nor are the issues entirely financial. Institutions as a whole would gain by having more junior colleagues with new ideas and approaches.

With dollars freed by paying fewer professors top salaries, institutions would have more money to pay other faculty members.



lege graduates to consider academic careers.

Top-heavy faculties also mean that students increasingly are taught by professors who are even older than their parents. This age gap may hamper older professors insofar as effective teaching requires an awareness of young people's sensibilities. Such an understanding may be especially difficult to achieve today, when undergraduates often appear to be inhabiting a different planet. That may be why some senior faculty members are accepting offers of early retirement: They simply may no longer enjoy teaching students whom they view as ill informed and semi-literate.

What about the future? Several possibilities come to mind: One is to give the pyramid a broader base, by setting more stringent rules for promotions and tenure. With

also drawing on other occupations, we might remember that when things get tight in the business sector, union members have been known to accept shorter hours so as to share the available work. In other instances, employees with the most seniority agree to take pay cuts so that younger employees can stay on the job. Does anyone wish to argue that while

such sacrifices may be suitable for steelworkers, they are inappropriate for academics?

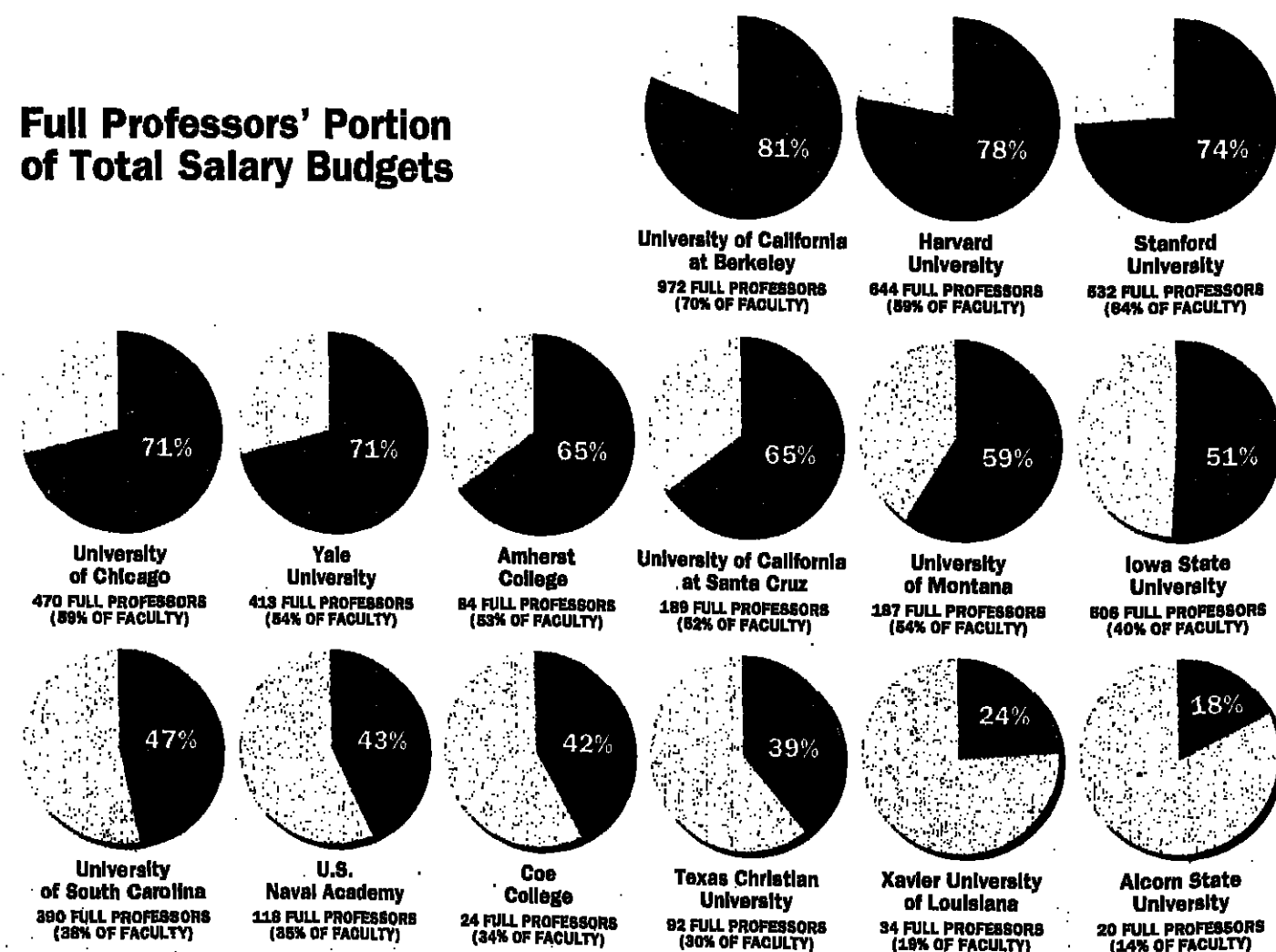
A further model can be found in a Japanese practice. Once middle-level executives reach their 50's, they begin receiving reduced paychecks. In return for lifetime security, they agree to end their careers in more modest staff jobs. There is no reason why academics couldn't accept similar reductions at an agreed-upon age. Do we really want to claim that professors in their 60's "need" six-figure compensation?

FINALLY, a little altruism would help. Such a spirit would be all the more in order, since compulsory retirement is being phased out, and faculty members can stay on at full pay as long as they wish. Yet full professors could opt to retire at 65 with full Social Security benefits, supplemented by comfortable pensions. Those who want to keep on teaching could arrange to do so for a token stipend, while their former salaries could be earmarked for recruiting and retaining junior faculty members.

These are not starchy-eyed proposals. We hear a lot about how older citizens are better off than ever before, while the coming generation faces fewer options and greater insecurities. At a time of budget freezes and firings, can senior faculty members really feel comfortable about absorbing so large a share of shrinking budgets? After all, we academics always have claimed that we chose careers of teaching and scholarship for other than financial reasons. Now is an opportune time to back up our words with deeds—by sharing some of our financial good fortune with those who want to carry on our calling.

Andrew Hacker is professor of political science at Queens College of the City University of New York.

Full Professors' Portion of Total Salary Budgets



NOTES: "Salary budgets" equal salary and benefits for full-time faculty members. Excludes salaries of non-faculty members.

SOURCE: 1990-91 salary survey, American Association of University Professors

The Damaging Silence on Art Restoration



By James Beck

IN RECENT YEARS, increasingly large sums have been channeled into restoring valuable works of art. Yet there is a peculiar silence from the scholarly community about how well the job is being done. Very simply, scholars in the fine arts are reluctant to criticize restorations. Despite the fact that paintings and sculptures, the very raw material of their studies, are being subjected to significant changes in appearance and, in some cases, in structure, criticism from the scholarly community is rarely voiced.

To be sure, heated controversy has erupted from time to time; recently the restoration of the ceiling of the Sistine Chapel raised fears that passages by Michelangelo had been removed. Most of the criticism of the radical intervention on Michelangelo Buonarroti's vast fresco has come from practicing artists, with only a few academics adding their voices. Why have historians of art failed to speak out? What is the appropriate posture of an art historian vis-à-vis modern restoration and consequently toward the preservation of the art and cultural artifacts of the past? Regardless of the pros and cons of specific interventions, is the rash of restorations all over the world beneficial or not?

The reluctance of art historians in colleges, universities, and museums to speak out against restorations can be interpreted as acceptance of the conditions that now prevail, in which the response to restorations of famous works often is carefully manipulated by public-relations companies and other special interests. Yet it is well known that every intervention has negative aspects: Incremental bits of original paint or varnish, for example, often are sacrificed. Furthermore, as conservators recognize, even the accrued layers of "dirt" can serve as a protection from modern pollutants, and consequently the removal of such layers can be risky. The sensitivities of restorers are sometimes so great, however, that I myself have been subject to four lawsuits charging criminal slander for criticizing the results of the res-

toration of the marble monument dedicated to Ilaria del Carretto by Jacopo della Quercia in the cathedral in Lucca, west of Florence. The Italian courts have, happily, upheld the right of criticism, but the experience was both emotionally draining and expensive, and it has produced a decidedly chilling effect on critics.

The example of the Sistine Chapel's ceiling is instructive. Restoration of the ceiling was completed a year ago, while work on the enormous altar wall containing Michelangelo's "Last Judgment" is about to begin. To publicize the project, the Vatican Museums have engaged the services of a premier public-relations company in New York City. Furthermore, a number of esteemed Renaissance specialists have been generously compensated for writing material for official and semi-official publications about the restorations. They, not surprisingly, have enthusiastically supported the project. Going against the opinions of these "barons" in the field is difficult for

illustrations of the entire restored surface still are not readily available, even for study purposes, making crucial "before" and "after" comparisons incomplete. Two volumes of impressive photographs of the restoration have recently been published, but they are both incomplete and—at \$1,000 for the set—not readily available. Moreover, the restoration team and its public-relations firm have erected barriers to open debate to silence scholars who might be inclined to criticize the conduct of the project.

FIRST, they say that any scholar who is not a Renaissance specialist is not qualified to criticize the restoration. Then, even scholars informed about Renaissance art are said to be unqualified to comment unless they are conversant with all the scientific parameters of modern conservation and restoration techniques; they must be knowledgeable about computer science, physics, chemistry, and the

"What appears to be lacking is an overview of all the issues involved and a set of standards for restoration by which individual projects can be evaluated."

potential critics in academe. Contrary opinion has been effectively deflected in speeches and publications by members of the restoration team and their spokesmen, who have characterized critics as out-of-step Don Quixotes.

In an environment dominated by the mass media, an enthusiastic reception of the newly cleaned frescoes was carefully prepared, overwhelming potential contrary opinion among professional art historians or members of the public. Further precluding give-and-take discussion of the results of the Sistine restoration is the fact that a powerful Japanese media conglomerate paid handsomely for the photographic rights and controls those rights for three years after each of the three main sections of the chapel is completed. This means that

history of restoration. Such defenders assume that the field of restoration encompasses a codified, "scientific" body of knowledge with a generally agreed-upon set of principles and methodologies. In fact, however, vast differences of opinion exist among restorers themselves. Some advocate a deep cleaning, while others opt for a "soft" approach; some believe in the efficacy of cleaning products like the detergent AB 57, which the Vatican restorers used, and others shun that product.

Yet another argument is used against potential critics. Unless a scholar has seen the restored frescoes in Rome, and not just photographs of the restoration, he or she is held to be incapable of rendering judgment. The imposition of this requirement is, in my view, a brilliant ploy by the expo-

nents of the restoration, but one that is hardly cogent. Art scholars habitually rely upon photographs in their studies and are well aware of their inherent limitations. Naturally, first-hand examination is highly desirable, but not a *sine qua non*. We can never compare the original before-and-after states firsthand simply because the "before" is gone forever. Consequently photographs must be relied upon if comparisons are desired.

A further refinement of the demand that would-be critics examine the frescoes firsthand also has surfaced: To be credible, any commentator must have been on the scaffolding and examined the frescoes at arm's length. It is not sufficient to have seen the restored frescoes from ground level—the way that Michelangelo intended that they be seen. Even this requirement has been embellished; the Vatican restoration team considers it necessary for would-be critics to have followed the progress of restoration day by day. In this final step toward the elimination of criticism, virtually everyone who was not actually part of the restoration team is deemed unqualified to comment.

An analogy may be drawn here to the issues surrounding atomic energy. There are few among us, even physicists and scientists, who are fully informed of the intricacies of the field. Yet the choice of using or not using that energy source, the actual and potential dangers, must be evaluated not only by the specialists but also by the entire society. The effects are too important to leave all the decisions to technicians, whose views may not be broad enough and who may have a vested interest in promoting nuclear projects.

To date, however, the art-history community has abdicated any serious role in debating questions about the preservation of the very objects from the past that are the subject of their studies and their teaching. To my knowledge, for example, proponents of the restoration of the Sistine Chapel have been given an ample platform in universities, in the lecture halls of lead-

Continued on Page B7



THE ARTS

Documentary Photographs From Spain; Theater for Families; Architecture Award at Princeton

OPEN SPAIN/ESPAÑA ABIERTA," an exhibition of works by Spanish documentary photographers that opened recently at Columbia College in Chicago, was mounted to commemorate the quinquennial of Columbus's voyage to the New World. What emerges is a vision of Spain's own evolution into a new world since the death of Franco in 1975.

The show, on display at the college's Museum of Contemporary Photography, includes 169 photographs by 16 photographers, most of whom had never exhibited in the United States. Their work was chosen to reflect "the most salient aspects of present-day Spain—contradiction, transition, and transformation," says Denise Miller-Clark, director of the museum and the show's curator.

Spain has long been a country of contrasts: old versus new, rural versus urban, mystical versus mundane. "Spain houses an endless amount of curiosities, while retaining an idiosyncrasy that is indisputable," Marie-Loup Sougez, a Spanish historian, writes in the exhibition catalogue.

The contrasts have become more pronounced as the country, released from the restraints of dictatorship, rushes to embrace new-found freedoms.

Some of the photographs in the exhibition underline the contrasts: Xurxo Lobato's pictures of a crucifix in a clock shop and a modern washing machine in the middle of a living room; Cristina Garcia Rodero's view of a barefoot pilgrim, a large wooden cross on his shoulders and tennis shoes strung around his waist.

Other photographs concentrate on the old (Cristóbal Hara's shots of bullfighting), the new (Manolo Laguillo's records of construction sites for the summer Olympics), and the seemingly eternal (Jaume Blasi's landscapes).

Taken as a whole, the exhibition is not intended to be comprehensive, Ms. Miller-Clark says, but to open a window on a perpetually enigmatic country in a time of profound change.

"Open Spain/España Abierta," continues at Columbia College through March 14. It then will travel to various museums in the United States, Europe, and Latin America, through 1994. —ZOE INGALLS

THERE IS THIS FEELING," says Susan Kosoff, one of the founders of the Wheelock Family Theatre, "that it's for children, first of

Koldo Chamorro's 1982 photograph of the interior of an Andalusian bell tower is part of Columbia College's "Open Spain/España Abierta" exhibition.

all, it doesn't need to be good—which really aggravates me—and second, it isn't going to be good."

Ms. Kosoff and the other founders—Andrea Genser, Anthony Hancock, and Jane Stanb—had a different idea. They were determined to provide quality theater for family audiences at affordable prices.

Now in its 11th season, the Wheelock Family Theatre has effectively silenced the nay sayers. Reviews of its productions, which have ranged from *Alice's Adventures in Wonderland* to *Watch on the Rhine*, are consistently laudatory. And perhaps most important, both children and their parents like to attend. "The biggest reaction we get from audiences is that the parents are relieved because they actually enjoyed it," Ms. Kosoff says.

The Wheelock Family Theatre is a non-profit, professional theater on the campus of Wheelock College that uses a combination of professional, student, and community actors. It gets about 25 per cent of its annual budget from the college. In addition to mounting plays, the theater holds drama classes that are open to the public, offers internships for students from Wheelock and other colleges and schools, teaches drama classes in the public schools, and writes and distributes study guides to accompany special matinee performances during the week for local schools. This year, for the first time, the theater also is sponsoring a play-writing contest to encourage people to write for family audiences.

But family theater is only part of the Wheelock equation. "We originally wanted to call it the 'Wheelock People's Theatre,'" Ms. Kosoff says. Then, as now, the goal was "to make theater as accessible to people as possible—literally all kinds of people."

Accessibility meant breaking down barriers not only for families, but also for other groups that traditionally have been excluded from theater casts and audiences: members of minority groups, people with low incomes, and the handicapped.

That goal translates into low ticket prices (\$8 this year for the best seats), performances that are interpreted in American sign language, and a 650-seat theater that is accessible to wheelchairs.

In addition, the theater casts members of minority groups in a wide variety of roles. In a recent production of *The Music Man*, for example, Marian the librarian was played by an Asian-American actress and Mayor Shinn by a black actor.

"The world is not white and middle-



A reading room, nestled against the foundations of Princeton University's Firestone Library, is part of an underground addition that has won a 1992 architecture award.

class," Ms. Kosoff says. "We want our casts to reflect our audiences, and we want our audiences to reflect our larger society."

"To me theater is really important, and it needs to be in the fabric of people's lives," she says.

The theater's goals ultimately reflect her own bias, Ms. Kosoff says—a passionate love of the theater. "What we're doing here in some ways is creating future theater goers. Children see it as something for them. That's how you build an audience that wants theater to be part of their experience, that doesn't want only to watch videos or go to the movies." —Z.I.

AN UNDERGROUND ADDITION to Princeton University's Firestone Library has won a 1992 Honor Award from the American Institute of Ar-

chitects. The addition contributes 55,000 square feet of stack and study space to the existing library, a Collegiate Gothic building on the campus's perimeter.

A formal arrangement of lawns and walkways covers most of the new space, but skylights illuminate its most important public areas—including three reading rooms, the largest of which nestles against the foundations of the old library. Above ground, the addition's most prominent feature is a small, tower-like structure that both marks the extent of the expansion and conceals a skylight over its major staircase. The skylights and reading rooms also serve to guide library users through the network of new underground spaces.

The addition was designed by Koetter, Kim & Associates of Boston.

—LAWRENCE BIEMILLER

LETTERS TO THE EDITOR

The Political Views of Nominees to the NEH Council

TO THE EDITOR:

Stephen Burd's February 19 article on the proposed nominations to the National Council of the National Endowment for the Humanities ("New Fight May Be Imminent Over Nominations by Bush to National Humanities Council") quotes me accurately but incompletely on an important matter.

Mr. Burd asked for my reaction to the proposed nominations of Professors Elizabeth Fox-Genovese, Theodore S. Hamerow, and Alan C. Kors. I said that I was extremely pleased that the White House had seen fit to nominate such distinguished scholars of national stature to the council, and that I could support each of them individually. I went on to say that the American Council of Learned Societies' objection to the Carol Lunnone nomination last spring was on the basis of academic accomplishment and standing and that, by such a test, these were solid choices.

Burd then asked what I thought of the range of political views among the proposed nominees. My response was as quoted, although I concluded by saying that I did not think it would be appropriate to object to the lack of ideological diversity until we knew the names of the entire slate of nine nominees. I said, and I believe, that if all nine nominees have expressed similar views on the central problems of recent academic political issues, then there would be grounds for objection to the panel as a whole. The authorizing legislation calls for the council to represent the diversity of views in the national academic community.

The distinction is important. Fox-Genovese, Hamerow (a former colleague of mine at Wisconsin), and Kors are people I know and for whom I have respect as scholars. They stand adequately upon their academic accomplishments.

It would be gratifying to think that this was the only reason that the White House has selected them from among the hundreds of thousands of

American humanities scholars potentially eligible for nomination.

STANLEY N. KATZ
President
American Council of Learned Societies
Senior Fellow in Public
and International Affairs
Princeton University
Princeton, N.J.

TO THE EDITOR:

Your article of February 19 inadvertently misrepresented several of my publicly stated views on matters of essential importance to current academic life.

First, you attribute to me the view that "political correctness" had transformed my university into "the University of Beijing." In fact, what I have said is that the substitution of "sensitivity training" for behavioral penalties is a form of "thought reform" unworthy of free institutions and analogous to the lamentable practice of such assaults on private conscience at the University of Beijing. In my frequently stated view, universities ought to have behavioral codes with behavioral penalties, codes that neither restrict free speech nor involve the thought-reform of involuntary "sensitivity training" (whether under the auspices of either your friends or mine).

More seriously, you attribute to me the view that universities ought to become monasteries amidst the barbarism of this academic age. You omitted the critical clause that introduced that proposition. In my speech to the National Association of Scholars in 1990, I argued that open-minded, free debate was the requisite of this age and urged scholars not to become closed to their colleagues or fatalistic in their assessments of higher education. I then added: "And if your pessimism goes beyond mine, then simply bear witness or become the monasteries of a new Dark Ages, preserving what is worth preserving while the barbarians ravage the academic countryside and towns."

Please note well that your article in fact ignored my own prescription for

those who agreed with me. After noting that some in the NAS thought about politicization in terms that ignored substantive issues of disagreement, I warned: "The danger of thinking about 'politicization' in such terms, however, is anti-intellectualism, a dismissal of ideas by virtue of their provenance, and a refusal to engage and debate what college professors these days honestly believe and advocate. It also divides academics who in fact might well agree on the difference between critically honest and tendentiously dishonest education into opposing camps of left and right. If the NAS adds to that polarization, it will fail in its ultimate purposes."

After decrying what I termed "the unspokeable double standard that prevails today on matters of intellectual tolerance and pluralism," I warned against a similar double standard that from the critics of current academic trends: "The burden, I am afraid, is very much on us, for we must not become like those whom we would criticize, and we must recognize the terrible danger of intolerance that inheres in any effort to reform an intellectual domain. Mill's warning in *On Liberty*, that it is rare indeed for any human system to be wholly true and its rival wholly false, should haunt us at every turn. The scholarship of 'race, gender, and class' indeed has shed much light on neglected areas of human history, expression, and experience; texts indeed are grounded in historical context; interests do mystify human thought. Mosca and Pareto, for example, who sought to decode the myths by which power justified itself in the name of universal truths, were conservative thinkers, lest we forget."

I pleaded for what I termed "an authentic commitment to and respect for intelligent pluralism." Insisting that while it was essential for scholars to "hold always to your intellectual standards of rigor, evidence and integrity," it was equally essential "ever to remind yourself about the terrible dangers of intolerance and ever to look for the heterodox question well posed!"

Having myself rejected the monastery analogy, I concluded as follows: "We must engage in a vast exercise of criticism and of the provision of alternative works exemplary of the kind of knowledge and light of understanding that we believe possible. In the final analysis, it is the relationship of theory to data and experience—it is the reality principle—that must decide issues."

Finally, *The Chronicle* persists in maintaining my academic rank as "associate professor," while in truth I have been for some time now a full professor of history. Whatever penalties I have or have not paid at the University of Pennsylvania for "political incorrectness," diminution of rank has not been visited upon me.

ALAN CHARLES KORS
Professor of History
University of Pennsylvania
Philadelphia

Don't underestimate standardized tests

TO THE EDITOR:

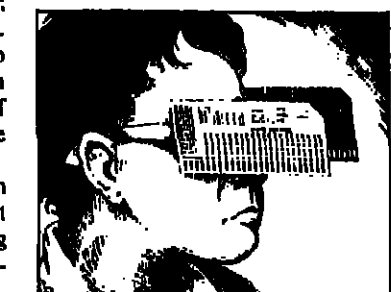
The Linda Darling-Hammond/Ann Lieberman diatribe against objective-outcomes assessment ("The Shortcomings of Standardized Tests," Opinion, January 29) is yet



IT IS THE FRENCH THEMSELVES
THAT BAFLE GREG JACKSON

another example of many educators' growing panic as a judgment day approaches. Shooting the messenger may delay the reckoning. For a little while. But the messenger did not cause the problem, and pretending that it did just will not sell. Aside from the vested interest that is so obvious in the anti-objective test position, there are at least two other fundamental flaws in the arguments advanced.

The first flaw is the premise that if we use a standardized, objective multiple-choice-test format, we must necessarily exclude all other testing



methods. Not true. Go ahead, try to create vehicles that can measure "higher order" virtues like "creativity," "critical thinking," "expression," or whatever. Lots of luck! But we need not let our fiddling with these things delay assessing achievement of the basics. And we must not allow such fiddling to lull us into actually excluding objective assessment of readily recognizable substance. The most telling criticism of American higher education is not that we are failing to produce intellectual sophisticates; it is that we are graduating functional illiterates.

There is also an apparent lack of appreciation of the substantial potential and usefulness of the multiple-choice-test format. Of course everything can't be adequately measured this way. But the format is capable of very sophisticated assessment if properly used. The fact that the test taker must ultimately decide on a single, best conclusion does not in itself preclude a demand on thinking processes of the highest order to arrive at that conclusion.

Well-constructed multiple-choice tests can do an exemplary job of assessing not only factual knowledge, but also the understanding of concepts. The real problem is that it is not easy to create a good multiple-choice test. It takes skill. But there are good examples that show that making good objective tests can be

done. Witness: certified-public-account exams, the IBM-programmer-aptitude test, or the State Department's Foreign Service screening exams.

It is time for the education community to stop stalling and stonewalling objective assessment. Such self-serving efforts to protect our backsides by trying to keep assessment exclusively subjective, vague, mushy, and hence under our own jealous control, will only further erode the educational community's already limited credibility. Welcome the process and improve our act. We owe our clients a product of certified quality. It's a part of our job.

EDWARD A. NELSON
Associate Professor of Finance
California State University-San Bernardino
San Bernardino, Cal.

Panel did not censor conservative views

TO THE EDITOR:

In his letter in the January 22 issue of *The Chronicle* ("re Atmosphere Reigns at Scholarly Convention"), Laurence Jarvik, resident scholar at the Heritage Foundation, takes out of context my comments delivered at the November 1991 American Studies Association meetings in Baltimore. He asked why Shelby Steele and Thomas Sowell were not included in our panel on the new Marlon Riggs documentary, "Color Adjustment: Blacks in Prime Time."

I responded that ASA panels consist of ASA members who attend the annual conferences. Since neither Steele nor Sowell is a member, it would never have occurred to me to include them on the panel. I should add now that it is equally unlikely that Steele or Sowell would consider

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

OPINION

OPINION

inviting me to one of the meetings of one of their professional associations.

PATRICIA A. TURNER
Assistant Professor of Afro-American
Studies and American Studies
University of California at Davis
Davis, Cal.

An unnoticed challenge for female teachers

TO THE EDITOR:

For several years now I've been watching a set of figures in the annual survey "This Year's College Freshmen: Attitudes and Characteristics" (January 22) on which no one ever seems to remark. Although these numbers are very slowly—indeed glacially—declining, 31.9 per cent of men and 20.8 per cent of women still agree that "married women's activities are best confined to home and family."

What does this say about the challenge of establishing credibility in the classroom, if a married, female professor knows that roughly a quarter of her students don't think she should be there?

KRISTINE OTTESEN GARRIGAN
Professor of English
DePaul University
Chicago

Foundation gifts and conflicts of interest

TO THE EDITOR:

According to Liz McMillen's report on the John M. Olin Foundation ("Olin Fund Gives Millions to Conservative Activities in Higher Education," *Critics See Political Agenda*, January 22), defenders of conservative foundations argue that their partisan activities are no different from those of foundations like Rockefeller, Guggenheim, Carnegie, Ford, or MacArthur that often fund liberal or radical scholars and journalists.

I see several crucial differences, however. First, few major liberal foundations, especially those funding the humanities, have had an express, partisan ideological agenda or direct ties to a party or Presidential administration—as Olin, the American Enterprise Institute, the Hoover Institution, and the Heritage Foundation have had with the Republicans.

For example, a key adviser and beneficiary at Olin is Irving Kristol, long the leading matchmaker between conservative intellectuals and Republican administrations. Kristol promoted Olin's funding for Allan Bloom's paean to corporate capitalism, *The Closing of the American Mind*, which later was rapturously reviewed in *The Wall Street Journal* (where Kristol is on the board of contributors) by Kristol's son William—who is now Vice-President Dan Quayle's chief of staff. Yet these members of the intellectual Republican guard sanctimoniously accuse academic leftists of cronyism, power lust, and tendentiousness!

Conservatives argue that corporate support for "their" scholars is justified to counteract a conspiratorial monopoly of leftist, over-humanistic disciplines, departments, and professional associations. The conservative position disregards the distinction that although left scholars might indeed have their biases, they are usually biases deriving from independent study, not captivity to special interests. (No, I am not implying that all conservative scholars are beholden to special interests—only that most special interests sponsoring scholarship are conservative.)

Moreover, few liberally inclined foundations make a practice of funding scholarship serving to advance

the special or class interests of their parent corporations or the families who own them, as is the case with the Olin, Coors, Seafair, and other patrons of right-wing think tanks and the National Association of Scholars. Every "objective, non-partisan" study sponsored by the Media Institute, for example, produces heart-rending accounts of persecution by the mass media of virtuous, powerless big businesses such as Mobil Oil and others that fund the institute.

Scholars or journalists who accept funding under such circumstances are in effect acting as paid propagandists. Not even most conservatives would make the same allegation about leftists funded by the major liberal corporate foundations. Indeed, the findings of scholars funded by the Rockefellers, Fords, and Carnegies are often opposed to the latter's corporate and family interests, which would seem to be evidence that their charitable activities are truly impartial. But how many projects condemning the corporate wealthy have the conservative foundations sponsored?

Beneficiaries of these foundations who deny that their work is tainted by such sponsorship may be sincere, but if they want to convince anyone not already on their side, they are ethically obliged to dissociate themselves from this kind of patronage and compete in the market of independent scholars, thereby freeing themselves—as the saying goes—from even the appearance of conflict of interest.

DONALD LAZARE
Professor of English
California Polytechnic State University
at San Luis Obispo
San Luis Obispo, Cal.

Critic of MLA session defends her remarks

TO THE EDITOR:

Karen J. Winkler's detailed and all-inclusive report on the recent MLA convention in San Francisco ("Literary Scholars Mount a Counteroffensive Against a Bad Press," *Conservative Critic*, January 15) mentioned me as a dissenting voice and associated me with "conservative critics." I wish she had taken the trouble to look up my record. I am not a member of the English department of New York University, but the former chairman of the Department of Comparative Literature, now emerita.

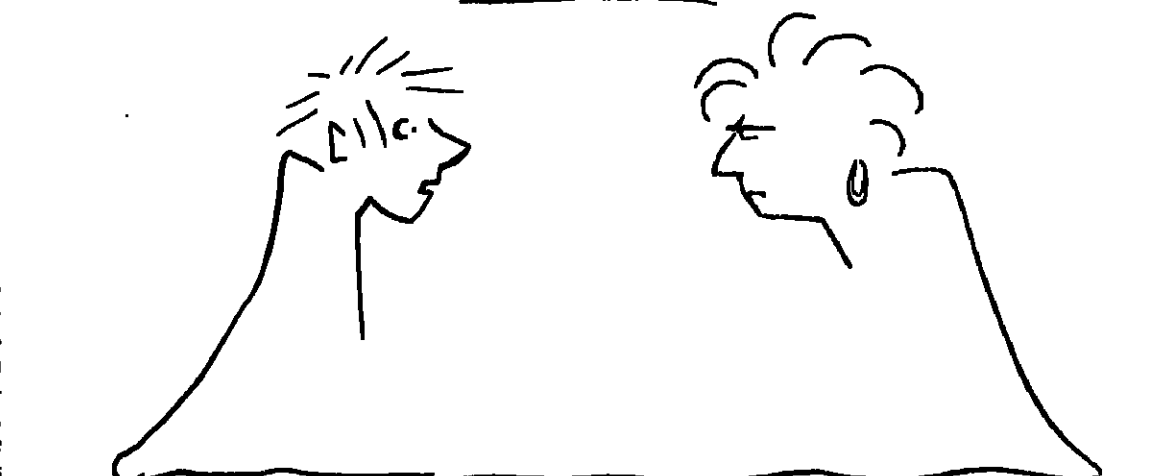
Far from being conservative, I have been rebellious and avant-garde in my long years of research and writing on Dada/Surrealism. I am the sympathetic biographer of that architect André Breton, who catalyzed so much radical thinking. I have been a smasher of the canon by constantly including unfamiliar authors from a multicultural spectrum in my syllabi.

My intention in speaking up was not to protect the "traditional analysis of literature," but to put on record the fact that the M.L.A. like other large institutions, has many voices, whereas the impression was being created that we are simply a homogenized chorus championing obvious virtues such as the prevention of a poorly qualified candidate from appointment to an august national committee for the humanities.

One of the largest sessions had presumably been convened to discuss the future of the profession. Instead the sameness-mentality prevailed, once more going over the heroic events that were already history.

Unpremeditated, unorchestrated, my words gave vent to cumulative anger because the panel had missed an opportunity for debate, which is the life

ACADEMIC ADVISER



VS HIXSON
THE CHRONICLE OF HIGHER EDUCATION

"I started out in English, and then I went into sociology, and then for two semesters I was into biology, but what I really want is a physics major. Is there any way I can do that and graduate next semester?"

source of intellectual dialogue. As a long-standing member of the M.L.A., I reminded colleagues I value but who had disappointed me and many others of our profession with their unsophisticated demonstration of how politically correct they were as they read their repetitive reports of bouts with government and the press.

ANNA BALAKIAN
Professor Emerita
Former Chair of Comparative Literature
New York University
New York City

New study on dyslexia: questionable conclusions

TO THE EDITOR:

In Research Notes, January 22, you featured an item by David L. Wheeler, "Children with dyslexia may not have a distinct neurological disorder as is commonly thought, researchers say." In the reported study, published in *The New England Journal of Medicine*, Sally E. Shaywitz (and others) defined dyslexia as a discrepancy score representing the difference between actual reading achievement and achievement predicted on the basis of measures of intelligence. They examined the progress of certain students from grades one to five—and came up with certain questionable conclusions.

Their whole research effort is based on an ill-conceived definition. While one may predict "reading re-

tardation" (mild or severe) on this basis, *dyslexia cannot be defined (or diagnosed) in this manner*. Dyslexia is not simply reading below one's IQ level. It is much more than just reading retardation; it is a language communication disability reflecting problems with words—in reading, spelling, writing, speaking, and listening. Thus, a reading achievement test and an IQ test alone cannot determine the existence (or non-existence) of dyslexia. The researchers' definition is much too broad and general, and children in the study could have problems for a whole variety of reasons.

The researchers stated that only 28 per cent of the children classified as dyslexic in grade one were also classified as dyslexic in grade three. They went on to say that as many as two-thirds of the children given this diagnosis early will not meet the criteria in two years. Of course not, given their definition of dyslexia. Because of maturational and developmental factors and behaviors, any attempt at diagnosing dyslexia before age eight is fraught with the possibility of misdiagnosis.

Any experienced early-childhood teacher knows that some children learn to read more quickly than others, but that the latter may surpass the former as time goes on. Such teachers know that young students tend to reverse letters, may be confused about laterality, confuse words that are similar in appearance or

sound, and are likely to have difficulties with sequencing. These experienced teachers also know that as young children mature and develop and move up through the grades, such behaviors tend to disappear as a result of natural maturation—which is obviously what happened to the students in Shaywitz's study. *These first-grade children who "no longer had dyslexia" by third grade never had it in the first place.*

When dyslexic symptoms persist beyond that time when most childhood developmental conditions mature, then immediate steps should be taken toward positive identification, with remediation provided if the child is found to have dyslexia. My concern is that as a result of reading about Shaywitz's study, parents and educators may fall into the "he'll grow out of it" trap, and the child who is truly dyslexic will not receive the necessary understanding and services to alleviate the dyslexia.

ANNE MARSHALL HUSTON
Professor of Education
and Human Development
Director of Reading Programs
Lynchburg College
Lynchburg, Va.

Correction

In a letter to the editor by Marilyn Friedman, published in the February 12 issue of *The Chronicle*, a word was inadvertently dropped from the title of a journal. The correct name is *The Journal of Social Philosophy*.

Art Scholars Maintain a Damaging Silence on Restoration

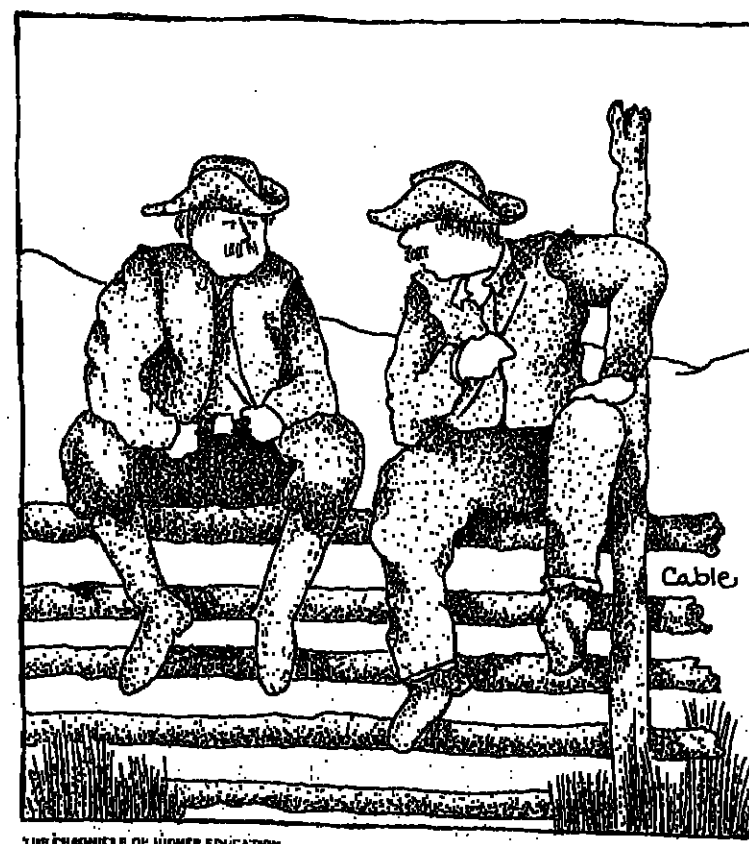
Continued From Page B3

ing museums, and in university-related research centers, but there has never been a single, open debate in which opposing positions and views have been aired. Think of it: Probably the most significant art event of the generation has produced no real open debate among academics.

Clearly, it is desirable, if not essential, to move the discourse concerning restoration beyond polemical exchanges about the merits of one project or another. What appears to be lacking is an overview of all the issues involved and a set of standards for restoration by which individual projects can be evaluated. If some general propositions can be thoroughly discussed, we might ultimately reach a consensus on appropriate standards. With this in mind, I have proposed a "Bill of Rights for a Work of Art" (in the winter 1991 issue of *Notes in the History of Art*, Page 106).

All works of art have the inalienable right to live an honorable life and should not be subject to inappropriate interference.

James Beck is a professor of art history at Columbia University.



"Enough about my oeuvre. What about yours?"

CAROL E. CAMP

AMERICAN UNIVERSITY IN BULGARIA

Applications are now being accepted from faculty interested in teaching at the American University in Bulgaria (AUB). The AUB has been established with the assistance of the University of Maine, which has special authority over academic standards and programs. The AUB, a college in the American liberal arts tradition, is currently in its first full year of operation. It is located in Blagoevgrad, a city of 75,000, approximately 80 km west of Sofia. The student body for 1992-93 will consist of both first- and second-year students and is projected to be 350-400. Students are admitted through an open, competitive process and come from several countries. All instruction will be in English.

QUALIFICATIONS: Both earned doctorate and evidence of ongoing scholarly activity expected in major field of specialization. Also expected: three years' teaching experience; evidence of ability to assist in student learning and to work interactively with students; and evidence of ability to work effectively with colleagues.

Appointments: for one or two years, beginning September, 1992. Salary and rank are negotiable and based on experience. All positions are contingent on final funding approval.

OPENINGS FOR THE FOLLOWING:

Administration: teach introductory courses in accounting and in administration, covering business, public, and non-profit administration; help design a major in administrative sciences. (1 position)

Computer Science: teach introductory and intermediate courses in computer science; help design a major in computer science; may also assist in administering campus-wide computer services. (2-3 positions)

Applied Economics: teach introductory and intermediate courses including international trade; help design a major in applied economics. (1-3 positions)

English: teach composition, literature, and public speaking. Preference given to individuals with specialization in American literature, the novel, Shakespeare, literary theory, and women's literature. Also help design English major. (2-3 positions)

Modern Languages: teach French and German language courses at all undergraduate levels; intermediate through advanced. (1-2 positions)

History: teach introductory modern world history courses and help design a major in history expertise in Balkan history desired. (1-2 positions)

Mathematics: teach calculus and linear algebra, as well as a required core course in probability and statistics. (1-2 positions)

Philosophy of Science: teach introductory course in methods of philosophy of science; help design a major in philosophy of science. Should be able to contribute to development of curriculum that helps students understand issues of inquiry and methodology. (1 position)

Political Science and International Relations: teach introductory political science and international relations, and intermediate comparative relations. Candidates must be able to speak both English and a second language with fluency in comparative politics, political parties and public opinion, or methodology. (1-2 positions)

Anthropology and Sociology: teach introductory courses in anthropology and sociology, and special topics course in area of specialization. Also help develop course to meet social sciences distribution requirements. (1-2 positions)

Journalism and Mass Communication: teach introductory course in mass communication and work with external consultants to develop major. Academic background in social sciences desired as is proven grant-writing ability. (1 position)

Applicants should include a cover letter, a curriculum vitae and names, addresses, and telephone numbers of references. Send to: AUB Faculty Search Committee, American University in Bulgaria, 209 Alumni Hall, Orono, ME 04469. Applicants should request that references send letters directly to 8. The University of Maine is an affirmative action, Equal Opportunity Employer.

ADMINISTRATIVE AND FACULTY POSITIONS

Miyazaki Prefecture, Japan

A new Japanese college in Miyazaki Prefecture seeks founding Administrators for Library, Student Office, Registrar, Student Affairs, Study Abroad, Student Admissions, and Public Relations. Applicants should be experienced as well as fluent in Japanese and English.

Faculty are sought in the fields of Anthropology, Art History, Comparative Religion, Economics, ESL, History, Information Science, Philosophy, Political Science, Social Psychology, and Sociology. Applicants (other than ESL and Information Science) should be capable of teaching basic courses in their disciplines as well as problem-oriented courses and courses which focus on some regions of the world other than the USA and Japan. Faculty applicants should hold a Ph.D. or its relevant field equivalent.

Founded in 1947, Miyazaki Educational Institution (MEI) is establishing a unique (and as yet unnamed) four year college with the assistance of Claremont's Pitzer College. Scheduled to open in 1994, the new college will offer a curriculum, international in scope, grounded in the humanities and social sciences, and confronting worldwide human problems and issues in a spirit of intellectual collaboration and free inquiry. MEI will draw faculty from English and Japanese. Knowledge of Japanese language is not required for the English-speaking faculty.

All appointments are for an initial period of two years and are renewable. Administrative appointments begin in February 1994. Some faculty appointments may begin in 1994 or 1995, but most will begin in 1996. An application letter, resume, and three letters of recommendation should be received by April 1, 1992. To: Miyazaki Search, Pitzer College, 1030 N. Mills Avenue, Claremont, California 91711.

Architectural Economics: South Carolina College (SCCC), Charleston, is seeking a full-time, tenure-track position in the Department of Economics. The position is in the area of business economics and is open to individuals with a Ph.D. in Economics and a minimum of five years' teaching experience. The position is in the area of business economics and is open to individuals with a Ph.D. in Economics and a minimum of five years' teaching experience. The position is in the area of business economics and is open to individuals with a Ph.D. in Economics and a minimum of five years' teaching experience.

Interested candidates are asked to submit resumes and three letters of recommendation to: Dr. David L. Johnson, Department of Economics, South Carolina College, 1000 College Street, N.E., Oconee, Georgia 31527. The position is in the area of business economics and is open to individuals with a Ph.D. in Economics and a minimum of five years' teaching experience. The position is in the area of business economics and is open to individuals with a Ph.D. in Economics and a minimum of five years' teaching experience.

Animal Science: Assistant/Associate Professor of Animal Science, Department of Agriculture, University of Kentucky, Lexington, KY 40546. The position is in the area of animal science and is open to individuals with a Ph.D. in Animal Science and a minimum of five years' teaching experience. The position is in the area of animal science and is open to individuals with a Ph.D. in Animal Science and a minimum of five years' teaching experience.

Academic Positions - Saudi Arabia

A Prestigious Engineering Technology-oriented College invites applications from qualified candidates for the following positions:

1. Assistant Professors: Electronics Engineering, Computer Engineering, Manufacturing Engineering, Systems Engineering (Instrumentation), Mechanical Engineering, Chemical Engineering. Ph.D. degree in the specified discipline with at least 4 years' teaching experience (preferably with practical work experience related to industrial specialization).

2. Teachers BFL (English as a Foreign Language) A Master's degree in EFL/ESL/Anguistics with at least 4-6 years' teaching experience; previous teaching experience in the Middle East will be highly desirable.

3. Manager, Curriculum Development A Ph.D. degree or a Master's degree in a related discipline with 4-6 years' comprehensive experience in Curriculum Design & Development for Engineering Technology specializations and academic studies programs.

4. Curriculum Specialist A Master's degree with at least 4-6 years' practical experience in designing and developing of complex curriculum related to Engineering Technology specializations and academic studies.

5. Senior Planning Specialist A Master's degree with 4-6 years' practical experience in manpower planning, organizational systems & development and budgetary control.

BENEFITS: Family or single status, competitive tax-free salary, free furnished accommodation, free medical, paid annual holidays with return air fare, and local transportation allowance.

Send us your expanded C.V., copies of qualifications and indicate your present salary, your availability and telephone numbers.

Reply to: Managing Director P.O. Box 20450 Madinat Yasrah Al-Sinayah Kingdom of Saudi Arabia Tel. No. (4) 384-8111 Fax (4) 384-8213

BEIRUT UNIVERSITY COLLEGE

Faculty Positions Available in Beirut and Byblos, Lebanon

Beirut University College, located in Lebanon with campuses in Beirut, Byblos and Sidon, is interested in receiving applications from persons who have completed the terminal degree in their specialization (in most areas, the doctorate) by the date for which the appointment is sought.

Beirut University College is mainly an undergraduate college with graduate programs in business studies and computer science. It is chartered by the Board of Regents of the University of the State of New York and has a total enrollment of about 3,500 students. BUC is an equal opportunity employer; however, since United States citizens, at present, are not allowed to travel to or reside in Lebanon, applications from U.S. citizens cannot be considered until this restriction is lifted.

Openings are available in the following fields:

Computer Science
Business Studies
(Accounting, Management, Marketing)
Education
(TEFL and Elementary Education)
Fine and Applied Arts
(Advertising, Interior Design, Computer Design)
History
Library Science
Political Science and International Relations
Physical Education and Sports Management
Architecture

Vitae may be sent to:
Academic Deans
Beirut University College
475 Riverside Drive, Room 1846
New York, New York 10115-0065
Tel: (212) 870-2592
Fax: (212) 870-2762

Interviews will be conducted between April 15 and April 30, 1992 in New York City or in Washington, DC or at a time arranged by job candidate and the dean.

Applications to open reference number. Salary range: Senior Lecturer \$48,000 - \$57,813 (based on annum). Tenure-track appointments provide permanent academic tenure after three years' satisfactory service. Limited term appointments are available initially for one to three years; appointments for a further four years may follow. Conditions for international travel and relocation assistance. Curricula vitae should be submitted to the Director, Computing Centre by 31 March 1992.

A relevant higher degree and considerable experience, including tertiary teaching is preferred.

The position is tenurable, however the University is interested in receiving applications from persons preferring a Limited Term Appointment.

Further information including selection criteria can be obtained from the Director, John Whitley (019) 381 7451. Applications including the name, address and telephone numbers of three referees should be addressed to the Director, Computing Centre by 31 March 1992.

General Information
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Equal opportunity in employment is University policy.

Lecturer/Senior Lecturer in Mineral Processing (Tenurable)

Department of Mining and Metallurgical Engineering

The Department of Mining and Metallurgical Engineering offers undergraduate and postgraduate courses in mining, minerals process and manufacturing and materials engineering and in mineral chemistry and materials science. It currently has a postgraduate school of 40 PhD's and 33 Master students. This research is carried out at the St Lucia campus and at the Julius Kruttschnitt Mineral Research Centre.

The successful applicant will be responsible to the Head of Department and will be expected to take an active part in undergraduate and postgraduate teaching, and to provide leadership in research. Undergraduate teaching will be in the general area of mineral processing. Industrial research experience in mineral processing would be desirable. The appointee will be expected to take an active part in general departmental affairs and to accept a share of administrative responsibilities.

Applicants should hold a PhD in a relevant field or equivalent qualifications. Demonstrated research performance will be necessary for appointment as Senior Lecturer. Industry experience will also be welcomed.

A relocation allowance is payable to an appointee from outside Brisbane.

Salaries commencing within the range:
\$39,463-\$47,150 Lecturer on a scale rising to \$48,688 p.a.
\$48,688-\$56,375 Senior Lecturer on a scale rising to \$57,913 p.a.

Superannuation benefits apply.

Inquiries: Professor A.J. Lynch
Department of Mining and Metallurgical Engineering
The University of Queensland
Qld 4072 Australia

Ph: +61 7 365-3919
Fax: +61 7 365-3888

Closing date: 22 March 1992

Reference no.: 09692

Please forward applications and resumes to the Director, Personnel Services, The University of Queensland, Qld 4072, Australia.



Tenurable Senior Lecturer

Educating Computing (Ref 1608) COMPUTING CENTRE

The Curtin Computing Centre provides computing services to support the teaching, administrative and research functions of Curtin University. Employees of the University's Information Technology Plan for 1991-95 are the development in the use of IT of all staff within the University and development of the use of information technologies in teaching and learning.

A vacancy exists for a senior lecturer to head the Educational Computing Services, the section responsible for user services. The appointee will be a member of the management team of the Computing Centre. Responsibilities include the provision of computing support services, staff training and development in the use of computing, user documentation and software transfer on mainframe and personal networks and the development of Computer Based and Computer Managed Learning within the University.

A relevant higher degree and considerable experience, including tertiary teaching is preferred.

The position is tenurable, however the University is interested in receiving applications from persons preferring a Limited Term Appointment.

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A relevant higher degree and considerable experience, including tertiary teaching is preferred.

The position is tenurable, however the University is interested in receiving applications from persons preferring a Limited Term Appointment.



Equal opportunity in employment is University policy.

THE UNIVERSITY OF HONG KONG

Department of Anatomy

Applications are invited for the following posts:

Readership/Senior Lectureship
(tenable from September 1, 1992—Ref. 91/92-71)

Applicants should have a higher degree in a relevant scientific subject or a medical or dental degree. They will be expected to be experienced teachers who can provide academic leadership in the teaching of one or more of the anatomical specialities. They should also have a strong commitment to research with evidence of original achievement and standing in their chosen field.

Lectureship
(tenable from September 1, 1992—Ref. 91/92-78)

Applicants should have a higher degree in a relevant scientific subject with post-graduate research experience or a medical or dental degree and clinical experience.

Appointees to both posts will be expected to undertake general teaching duties for pre-clinical students of medicine and dentistry in one or more of the anatomical specialities and to contribute to the department's research programmes and supervision of graduate studies. Preference may be given to applicants who have research interests in one of the department's existing areas of expertise which include Anthropology, Cancer Biology, Cell Biology, Neurobiology, Neuroendocrinology and Reproductive Biology. Meritously qualified graduates who have just completed their pre-registration year will be appointed as Lecturer at the minimum point of the scale.

Annual salaries (superannuable) are on the scales: Reader HK\$501,120-665,700

9 points; Senior Lecturer HK\$480,360-645,300

8 points; Lecturer HK\$309,120-618,480 (11 points) (approx. US\$1-HK\$7.70 as at 12 February 1992). Starting salaries depend on qualifications and experience. At current rates, salaries tax will not exceed 10% of gross income. Children's education allowance, leave and medical benefits are provided; housing or tenancy allowances are also provided in most cases at a charge of 7.5% of salary.

Further particulars and application forms may be obtained from Appointments (40368), Association of Commonwealth Universities, 30 Brompton Square, London WC1H 0PP, UK; or from the Appointments Unit, Registry, University of Hong Kong, Hong Kong (Fax (852) 562038, E-mail APPTUNIT@HKUVM.HKU.HK).

Closes: 15 April 1992.

SCHOOL OF SOCIAL SCIENCES

LECTURER IN SOCIOLOGY

(Tenurable)

AS39 463 - AS48 688p.m (Level B Lecturer)

Ref 92041C. Available immediately in the Sociology Department which has a strong commitment to the integration of theory and research methods. To contribute to undergraduate and postgraduate teaching and research supervision.

Essential criteria include PhD in sociology or equivalent, ability and willingness to teach in one of the core areas of theory and research methods in sociology, as well as in a relevant sub-specialty, and an active research profile. Research and teaching interest in one or more of the following desirable, although not essential, specialisms: the contemporary world of globalisation; sociology of culture; development studies; use of advanced qualitative and/or quantitative methods in research. Other areas considered.

Further information from Associate Professor C. Williams, telephone (0181) 201 2628, fax (0181) 201 2546. Appointment will not normally be made above \$45,613 p.a.

Applications, addressing the selection criteria, quoting the reference number, and giving full details of qualifications and experience and the names, addresses and telephone numbers of three referees of whom confidential enquiries may be made, should be lodged, in duplicate, with the Manager, Human Resources, The Flinders University of South Australia, GPO Box 2100, Adelaide SA 5001, Australia by 27 March 1992.

The University reserves the right not to make an appointment, or to appoint by invitation.

Equal Opportunity in University Policy.

Applications to open reference number. Salary range: Senior Lecturer \$48,000 - \$57,813 (based on annum). Tenure-track appointments provide permanent academic tenure after three years' satisfactory service. Limited term appointments are available initially for one to three years; appointments for a further four years may follow. Conditions for international travel and relocation assistance. Curricula vitae should be submitted to the Director, Computing Centre by 31 March 1992.

A relevant higher degree and considerable experience, including tertiary teaching is preferred.

The position is tenurable, however the University is interested in receiving applications from persons preferring a Limited Term Appointment.

Further information including selection criteria can be obtained from the Director, John Whitley (019) 381 7451. Applications including the name, address and telephone numbers of three referees should be addressed to the Director, Computing Centre by 31 March 1992.

General Information
Applications to open reference number. Salary range: Senior Lecturer \$48,000 - \$57,813 (based on annum). Tenure-track appointments provide permanent academic tenure after three years' satisfactory service. Limited term appointments are available initially for one to three years; appointments for a further four years may follow. Conditions for international travel and relocation assistance. Curricula vitae should be submitted to the Director, Computing Centre by 31 March 1992.

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WIDENER UNIVERSITY CENTER FOR EDUCATION

Educational Foundations Assistant Professor of Education

The Center for Education seeks a qualified individual to serve as a scholar teacher in the field of educational foundations. The Center supports professional programs within the College of Arts and Sciences at Widener University.

Appointment: This is a nine-month tenure track position at the rank of assistant professor.

Responsibilities: The qualified applicant will be expected to maintain a consistent program of educational research; to supervise doctoral dissertations; to teach and to coordinate the Leadership in Higher Education programs and to instruct and advise both undergraduate and graduate students in professional degree and certificate programs.

Qualifications: It is essential that applicants supply evidence of experience and an ongoing program of scholarship and professional development. Educational foundations has been broadly defined for this position; therefore, the ideal candidate should have earned credentials in educational foundations and other academic emphases compatible with that area of expertise such as curriculum theory and practice or varieties of educational models.

Applications: Interested applicants should submit evidence of an earned doctorate, a cover letter requesting consideration for the position, a current curriculum vitae, letters of recommendation, official transcripts (both undergraduate and graduate), documentation of teaching and leadership, evidence of a strong personal commitment to the preparation of teachers and administrators, and professional certificates. Applications should be mailed to:

Ms. Irene Spitzer

Secretary, Search Committee

Center for Education

Widener University

Chester, PA 19383

Applications will be reviewed and the Search Committee will begin its deliberations on April 1, 1992, and continue until the position is filled.



TACOMA, WASHINGTON

Tacoma Community College, located in the Pacific Northwest, anticipates filling tenure track positions in the areas listed below for 1992-93. The college offers the cultural and educational assets of an urban landscape campus situated minutes from Puget Sound with a majestic view of Mount Rainier.

We offer a comprehensive curriculum to nearly 7,000 students. The faculty and staff are dedicated to the community.

We are looking to build a culturally-diverse campus reflective of a student body and community consisting of persons from various ethnic and racial backgrounds. We are committed to increasing the diversity of our faculty and encourage applications from qualified individuals with substantive multi-cultural experience or expertise.

We are soliciting applications for subject areas listed below. A Master's degree is a minimum qualification for each of these positions.

English (2 positions)

Foreign Language

Nursing Coordinator

Drilling/CAD Instructor (May 1, 1992)

We are soliciting applications for the following non-tenure position.

Drilling/CAD Instructor (May 1, 1992)

SALARY: Commensurate with preparation and experience.

APPLICATION: Information may be obtained from the Human Resources Department, Tacoma Community College, 6800 South 12th Street, Tacoma, Washington 98406, 206-865-5014.

To be GUARANTEED CONSIDERATION, an applicant must submit the required materials to the Human Resources Office no later than April 10, 1992, unless otherwise indicated.

Education Assistant Professor - Teacher Education: Applications and nominations are invited for a nine-month position as a teacher education assistant professor in the field of teacher education. The successful candidate for this position will have the responsibility to provide leadership in teacher education at a major research and teaching university. Responsibilities include: supervising student teachers; conducting research in teacher education; and participating in the development of teacher education programs. The position requires a Ph.D. in Education or related field, and at least three years of postdoctoral teaching experience in teacher education. The position is located in the College of Education, University of Illinois at Chicago, 606 S. Morgan Street, Chicago, IL 60607. Salary is \$40,000-\$45,000. Applications should be sent to: Dr. Richard Bowman, Search Committee, Education Department, University of Illinois at Chicago, 606 S. Morgan Street, Chicago, IL 60607. Phone: 312/997-2000. Fax: 312/997-2001. EEO/AAE.

Educational Foundations Assistant/Associate Professor: The position is a nine-month tenure track position in the College of Education. The successful candidate will have a Ph.D. in Education or related field, and at least three years of postdoctoral teaching experience in teacher education. The position is located in the College of Education, University of Illinois at Chicago, 606 S. Morgan Street, Chicago, IL 60607. Salary is \$40,000-\$45,000. Applications should be sent to: Dr. Richard Bowman, Search Committee, Education Department, University of Illinois at Chicago, 606 S. Morgan Street, Chicago, IL 60607. Phone: 312/997-2000. Fax: 312/997-2001. EEO/AAE.

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CULVER-STOCKTON COLLEGE Canton, Missouri

Tenure Track Positions for Fall, 1992

HISTORY: To teach ancient history, world civilizations, and a range of other entry and upper-level courses in a history/political science program for major pre-law and teacher education students. Abilities in non-western history and/or archeology welcome.

JOURNALISM: To teach reporting, editing, and a range of other courses within the context of a communication arts program, to advise the campus newspaper and oversee internships and the publications lab. Macintosh computer skills important.

RELIGION: To teach a range of courses in religious studies, including a required survey course. Specialization in Bible, theology, ethics, or comparative religion preferred. Ability in philosophy welcome.

POLITICAL SCIENCE: To teach within a history/political science program a range of entry and upper-level courses including American and international government. The courses serve general students, majors, and students studying pre-law and teacher education.

BIOLOGY/CHEMISTRY: To teach undergraduates in introductory health science chemistry, cell biology, and microbiology. Strong background in chemistry welcome.

***Anticipated positions.** ALL POSITIONS are offered at the assistant professor level, require a Ph.D. and will pay salaries commensurate with experience.

CULVER-STOCKTON COLLEGE is a small, financially stable, four-year, co-educational, church-related liberal arts college on the move. The college is located in northeast Missouri along the Mississippi River. For our faculty, we seek women, minorities, and men who are committed to excellence in teaching and willing to participate in the wider college community. Send letter of inquiry or application and resume to: Dr. Robert L. Watson, Dean of the College, Culver-Stockton College, Canton, Missouri 63435.

Applications will be considered until the positions are filled. AA/EEOE.

UCLA SCHOOL OF THEATER, FILM AND TELEVISION

Gilbert Cates, Dean

ACADEMIC OPENINGS IN CRITICAL STUDIES IN FILM AND TELEVISION

The UCLA Department of Film and Television invites applications for two full-time appointments, one in the area of Film Studies, with particular emphasis on the area of American film history, the other in Television Studies. The appointments will be for the academic year 1992-93, with possibilities for continuation. An Appointment as Visiting Assistant, Associate or Full Professor requires evidence of outstanding record of publications and teaching. Ph.D. in Film/Television or related field preferred. Part-time appointments at the Lecturer, Adjunct or Visiting levels may also be considered.

Teaching responsibilities will include undergraduate courses and graduate seminars in American film history, history, theory, and such areas as film authorship, film genre and documentary film and, for the television position, the areas of media criticism, media history and cultural studies. Specific courses will be worked out upon appointment.

Send letter of application and curriculum vitae to: Robert Rosen, Acting Chair, Department of Film and Television, University of California, Los Angeles, 406 Hilgard Avenue, Los Angeles, California 90024-1502. Attention: HARRIET HIRSCH. Closing date for receipt of applications: Tuesday, March 31, 1992.

UCLA IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER. Women and minorities are encouraged to apply.

WESTERN NEW MEXICO UNIVERSITY

Western New Mexico University invites applications for a tenure track Assistant/Associate Professor to teach Bilingual/ESL in the Teacher Education Department.

Western New Mexico University is seeking a teacher for the Bilingual and ESL Programs. Commitment to recruiting bilingual majors, enhancing the reputation of the Bilingual/ESL programs, and increasing involvement with the public schools. Student advising and other departmental responsibilities required.

QUALIFICATIONS: Experience in Bilingual/ESL Programs. Exceptional expertise in Linguistics and Bilingual/ESL Methodology. Highly proficient in Spanish. Ph.D./Ed.D. preferred.

APPLICATION: Send letter of application, resume, and list of five references by March 30, 1992 to Bilingual/ESL Coordinator, Office for Human Resources, Western New Mexico University, P.O. Box 680, Silver City, NM 88062. Position will remain open until filled.

WNMU—AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

service to public schools, and pursuing scholarship activities. Application deadline is March 30, 1992. Interviews will be held on April 1, 1992. Send applications to: Dr. Joseph Daly, Search Committee, Department of Education, Western New Mexico University, P.O. Box 680, Silver City, NM 88062. Phone: 505/325-2000. Fax: 505/325-2001. EEO/AAE.

Educational Foundations Assistant/Associate Professor: The position is a nine-month tenure track position in the College of Education. The successful candidate will have a Ph.D. in Education or related field, and at least three years of postdoctoral teaching experience in teacher education. The position is located in the College of Education, University of Illinois at Chicago, 606 S. Morgan Street, Chicago, IL 60607. Salary is \$40,000-\$45,000. Applications should be sent to: Dr. Richard Bowman, Search Committee, Education Department, University of Illinois at Chicago, 606 S. Morgan Street, Chicago, IL 60607. Phone: 312/997-2000. Fax: 312/997-2001. EEO/AAE.

Educational Foundations Assistant/Associate Professor: The position is a nine-month tenure track position in the College of Education. The successful candidate will have a Ph.D. in Education or related field, and at least three years of postdoctoral teaching experience in teacher education. The position is located in the College of Education, University of Illinois at Chicago, 606 S. Morgan Street, Chicago, IL 60607. Salary is \$40,000-\$45,000. Applications should be sent to: Dr. Richard Bowman, Search Committee, Education Department, University of Illinois at Chicago, 606 S. Morgan Street, Chicago, IL 60607. Phone: 312/997-2000. Fax: 312/997-2001. EEO/AAE.

BAY de NOC COMMUNITY COLLEGE

2001 North Lincoln Road

Escanaba, Michigan 49829-2511

(906) 786-5802

FACULTY POSITIONS

Bay de Noc Community College, a comprehensive institution accredited by the North Central Association, invites applications for three full-time faculty positions. The college is located near the shore of Lake Michigan in Escanaba, Michigan's Upper Peninsula, and enrolls over twenty-five hundred students in credit courses.

PHYSICS: The successful candidate will plan and teach an eighteen-hour load including classes in general physics, applied physics, and modern physics, and other pre-engineering courses. Master's degree in physics, engineering, or closely related area required. Teaching experience desirable.

ENGLISH/COMMUNICATIONS: The successful candidate will be a writing specialist who is committed to the teaching of creative writing and fiction. The candidate should have a master's degree in English, communications, or a closely related specialty. A sixteen-hour load will include classes in composition, research writing, and literature.

PSYCHOLOGY POSITION: Successful applicant will teach a variety of psychology courses at the community college level. Preferred qualifications include a master's degree in psychology and teaching experience, preferably at the community college level. Some knowledge and experience of early childhood education is a plus.

Salary: Nine-month contract. Salary is dependent on education and experience. Excellent fringe benefits.

Starting Date: August 17, 1992

Application Process: Send vita, transcripts, and three references (include phone numbers) by April 15, 1992, to: James Barr, Fax: 906/786-5802. In person, Bay de Noc Community College, 2001 North Lincoln Road, Escanaba, Michigan 49829-2511. Equal Opportunity, Affirmative Action Employer.

GEORGETOWN COLLEGE

Chair

Department of

Communication Arts

Christie, church-related, liberal arts college seeks experienced person with doctorate (or ABD) to head its Department of Communication Arts.

Department programs include rhetoric/public address, interpretation, debate, leadership and organizational communication courses. Finalists may be asked to submit a videotape of a class presentation prior to on-campus interview.

Successful candidate will:
• possess the ability to teach effectively in areas characteristic of a liberal arts college;
• be prepared to work with colleagues in a performance-based curriculum emphasizing development of oral communication skills;
• have demonstrated leadership and administrative skills;
• exhibit the ability to contribute to the Christian purpose of the college.

Tenure-track position at associate or professor level available August, 1992. Salary commensurate with experience and college salary schedule.

Georgetown College, founded 1829, serves 1,200 undergraduate students. Approximately 10 percent of graduates major in Communication Arts. The college is located near the new Toyota Motor Manufacturing Plant just twelve miles north of Lexington, Kentucky—in the heart of the beautiful bluegrass horse country.

Send letter addressing desired qualifications, resume with references, and transcripts by March 13, 1992 to:
Dr. Joe O. Lewis
Vice President for Academic Affairs and Dean of the College
Georgetown College
400 East College Street
Georgetown, KY 40324

Skagit Valley College

Skagit Valley College has two

tenure track faculty openings:

INSTRUCTOR OF COMPOSITION: MA in English or related field, teaching and multi-cultural experience required.

AUTOMOTIVE INSTRUCTOR: Three years' recent experience as automotive technician required. AIA, teaching experience, and multi-cultural experience desired.

Salary:



The University of Texas Medical Branch Administrator

Department of Psychiatry and Behavioral Sciences

The University of Texas Medical Branch at Galveston is seeking candidates for the position of Administrator, Department of Psychiatry and Behavioral Sciences. UMB is Texas' only multidisciplinary health referral center operating seven hospitals, eighty-five clinics, four schools and two research institutes. The Administrator will report to the Chairman and is the senior business officer for the department. Responsibilities include fiscal management, program planning and general management of the department and administrative liaison with hospital, practice plan and general business administration. A graduate degree in Business, Public Administration or Health Administration is highly desirable. Experience of 3-5 years of progressive administrative responsibility is required, preferably in an academic health science center.

Please submit detailed resume by March 27, 1992 to Harvey Bunce, III, Ph.D., Assistant Vice President for Academic Administration, 1200 Towers Building, Route A33, The University of Texas Medical Branch, Galveston, Texas 77550-2774.

This position is security sensitive. UMB is an equal opportunity, affirmative action employer, M/F/H/V. UMB hires only individuals authorized to work in the United States.

Division Chairperson ACADEMIC RESOURCES

MIDDLESEX COMMUNITY COLLEGE is a public college with campuses in Bedford, Burlington and Lowell serving the north-west suburban region outside Boston. The College serves the largest population area of the state with nearly one-quarter of the state's population within a fifteen-mile radius.

The successful candidate will lead and further develop a division that includes the academic assessment program; the Center for Individualized Instruction (non-group, technology-based course work); the college library; course module support services; experiential credit program and coordinates closely with academic support laboratories.

Qualifications must include a Bachelor's and Master's degree (Doctorate preferred) with substantial experience in instructional support services—specifically in technology-based instruction, assessment, and library services, as well as experience in the classroom. Demonstrated ability to work with classroom faculty and academic divisions plus college-level experience are also required (community college experience preferred).

Salary range \$46,000-\$51,000 for a 12-month year. Send letter, resume and supporting materials demonstrating experience in listed areas to:

Dr. Carl Schilling
Dean of the College
MIDDLESEX COMMUNITY COLLEGE
Bedford, MA 01730

Application deadline: 4/1/92

AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

Social Scientist, Urban Research

The Social Science Research Council invites applications and nominations for one or two professional staff positions whose responsibilities would be to develop and administer a program in urban research. Applicants must have a Ph.D. in one of the social sciences and should have substantive interests related to inequality, poverty, and intergroup relations in American cities, comparative international research on cities, and/or research and policy on New York City.

Duties would include: establishing and maintaining relationships with individual scholars, academic institutions, foundations, and other organizations; preparing and negotiating grant proposals; planning seminars, workshops, and conferences; and overseeing fellowship and grants competitions. Individuals with significant experience in teaching, research, program implementation and/or administration are encouraged to apply. The Council strongly encourages minority candidates to apply.

Council salaries are commensurate with experience and qualifications. Provisions are made to enable professional staff to continue their professional development while at the Council.

We would like to fill this position by September 1, 1992. However, we will accept applications from candidates from whom we need to begin at a later date. Candidates should submit a letter of application, curriculum vitae, samples of written published work, and names of three professional references. Nominations and application materials should be addressed to:

Office of the President
Urban Staff Search
Social Science Research Council
605 Third Avenue
New York, NY 10158

The Social Science Research Council is an Equal Opportunity Employer.

Elementary Mathematics Education Teacher position. St. Cloud State University, Moorhead, MN. The position is for a full-time teacher in the elementary mathematics education program. The position is for a full-time teacher in the elementary mathematics education program. The position is for a full-time teacher in the elementary mathematics education program.

graduate and graduate courses in elementary school mathematics; supervise student teachers in elementary mathematics; advise students on matters of scholarly activity and research; participate in departmental planning; and participate in departmental planning. Send letters of application, curriculum vitae, transcripts, and letters of recommendation to: Elementary Mathematics Education Search Committee, 1000 University Avenue, St. Cloud, MN 56301.



EDUCATION Seattle Campus

Full-time Director of Graduate Programs in Education. Antioch University is seeking a full-time Director of Graduate Programs in Education. The position is for a full-time Director of Graduate Programs in Education. The position is for a full-time Director of Graduate Programs in Education. The position is for a full-time Director of Graduate Programs in Education.

Delaware County Community College ADMINISTRATIVE POSITIONS

Delaware County Community College is a Total Quality Institution which employs a competency-based approach to instruction. It seeks employees interested in and able to work in such an environment. ASSOCIATE DEAN OF INSTRUCTION FOR PUBLIC SERVICE/SOCIAL SCIENCES UNIT

Unit includes approximately 20 full-time and 50 part-time faculty and three major programs: Administration of Justice, Early Childhood Education and Insurance Claims Adjuster.

• Master's Degree and 3-5 years' teaching experience required, doctorate preferred.
• Administrative leadership experience in supervision and development of faculty and staff in post-secondary education.
• Commitment to serve within the Community College philosophy and mission.

ASSOCIATE DEAN OF INSTRUCTION FOR COMMUNICATIONS/ARTS/HUMANITIES UNIT
Unit includes approximately 30 full-time and 90 part-time faculty and three major programs: General Studies, Graphic Design and Liberal Arts.

• Master's degree and 3-5 years' teaching experience required, doctorate preferred.
• Administrative leadership experience in supervision and development of faculty and staff in post-secondary education.
• Commitment to serve within the Community College philosophy and mission.

Administrative positions are 12-month positions and have a starting salary range of \$39,084 to \$49,617 depending upon qualifications and experience.

FULL-TIME TENURE TRACK FACULTY

ALLIED HEALTH
• Master's degree, MSN preferred with 2-3 years' college teaching with clinical supervision responsibilities.
• To teach in multi-disciplinary areas such as: Allied Health/Med Assist/Unit Clerk/Surgical Tech/Nursing Assistant.

ENGLISH
• Master's degree and 2-3 years' teaching experience.
• Strong background in teaching writing as a process.
• Experience desirable in Communications/Homeland/ESL/CA Reading.
• Experience with various teaching strategies to meet the needs of diverse student population.

HOTEL/RESTAURANT MANAGEMENT AND BUSINESS
• College level work in Hotel/Restaurant with emphasis on culinary arts and Master's in Business area.
• 2-3 years' teaching experience in culinary arts at post-secondary level.
• To teach food preparation courses in HRM and basic business courses.

NURSING
• MSN with Gerontological Preparation.
• 2-3 years of teaching experience in a college setting with related clinical experience.

NURSING
• MSN with Medical/Surgical Preparation.
• 2-3 years of teaching experience in a college setting with related clinical experience.

PHYSICAL SCIENCE
• Master's degree and 2 years' full-time teaching experience.
• To teach earth science, astronomy and physical science for non-majors.
• Should have broad education in the physical sciences and interest in developing physical science laboratories.
• Experience desirable with computer instruction.

Faculty positions are 10-month positions and have a starting salary of \$38,444.

Please send letter and resume and three references to:

Thomas McNicholas
Dean of Instruction
Delaware County Community College
Media, PA 19063

EOE

Glendale Community College EMPLOYMENT OPPORTUNITIES

Accounting Geology Nursing
Aviation/Mechanics Political Science English
English as a Second Language/Credit (CCL)

ASSOCIATE DEAN
Library Services
Final date for filing applications: Friday, April 10, 1992

VICE PRESIDENTS
College Services (Classes May 29, 1992)
Administrative Services (Classes April 10, 1992)

GLENDAL COMMUNITY COLLEGE DISTRICT
Office of Human Resources, 1500 North Verdugo Road
Glendale, CA 91208-2894 (818) 240-1000 Ext. 878

An Equal Opportunity Employer

Engineering: Assistant Professor Electrical Engineering. The College of Engineering at the California State Polytechnic University, Pomona is seeking a full-time Assistant Professor of Electrical Engineering. The position is for a full-time Assistant Professor of Electrical Engineering. The position is for a full-time Assistant Professor of Electrical Engineering.

Engineering: Faculty positions. The College of Engineering at the California State Polytechnic University, Pomona is seeking a full-time Assistant Professor of Electrical Engineering. The position is for a full-time Assistant Professor of Electrical Engineering. The position is for a full-time Assistant Professor of Electrical Engineering.

University of West Virginia College of Graduate Studies MINORITY FACULTY FELLOWSHIP PROGRAM IN THE SCHOOL OF EDUCATION, HUMAN SERVICES & HUMANITIES

The School of Education, Human Services and Humanities has established a Minority Faculty Fellowship Program with the goal of increasing the number of minority faculty in higher education. These fellowships will be awarded to minority students working toward the doctorate in a field within the School and seeking a career in higher education.

Eligibility: Applicants must be US citizens and be actively enrolled and engaged in a doctoral program in professional education or a related area. Applicants who have completed all doctoral work except the dissertation will be given preference.

Terms: The salary/stipend for 1992-93 will be a maximum of \$20,000 for 12 months. Fellows will be eligible to apply for up to \$3500 in research funds.

Fellows will hold non-tenure faculty rank, teach one course each semester in their area of expertise within the School of Education, Human Services and Humanities and perform other normal faculty duties on a limited basis. Departments included in the School are Counseling, Humanities, Educational Administration, Psychology, Elementary/Secondary Education, Special Education and Reading.

Applications: Applicants should submit the following materials:
• A complete curriculum vitae
• Transcripts
• A description of doctoral program studies
• Names and addresses of three references

Respond to: Dr. John Calles
Director of Personnel
UWVCOGS, P.O. Box 1003
Institute, WV 25112

Application Review: Review of applications will begin on March 16, 1992, and continue until fellowships are filled.

The University of West Virginia College of Graduate Studies is one of six institutions which comprise the University of West Virginia Higher Education System. Headquartered in the metro Charleston, West Virginia area, the College has been described by observers as "unique, innovative, and imaginative."

The University of West Virginia College of Graduate Studies serves a nontraditional, geographically dispersed student body of 2600 students each semester. Utilizing state-of-the-art course delivery modes, such as satellite and teleconference instruction plus more traditional approaches, the University employs 55 full-time faculty and 120 adjunct faculty each year to deliver courses and programs to students in over 20 different states. Offering 18 master's degree programs, a CAS and a joint doctoral degree in educational administration, the University of West Virginia College of Graduate Studies is accredited by North Central and NCATE.

EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

COLLEGE OF THE DESERT A CALIFORNIA COMMUNITY COLLEGE

invites applications for the following faculty positions:

PALM DESERT CAMPUS

Teaching Discipline:

Associate Degree Nursing (2 positions)

English Composition

Mathematics

Psychology

Reading

Director/Division Chairperson

Nursing and Allied Health

COPPER MOUNTAIN CAMPUS

Teaching Discipline:

Psychology

GENERAL INFORMATION: College of the Desert is located in one of the nation's most desirable vacation destinations where the beauty of the California desert contrasts with lush golf courses, majestic mountains, and the unique Joshua Tree National Monument. The Palm Desert Campus is just east of Palm Springs. The Copper Mountain Campus is located in Joshua Tree, approximately 65 miles northeast of the main campus.

BEGINNING DATE: August 11, 1992

APPLICATIONS: For minimum qualification information, position descriptions, and specific materials required for candidacy, contact:

PERSONNEL OFFICE
COLLEGE OF THE DESERT
43-5000 Mustang Avenue
Palm Desert, CA 92260

619-773-2539

619-773-5877 (FAX)

APPLICATION DEADLINE: March 27, 1992

An Equal Opportunity, Affirmative Action Employer

Research Associate

Salary: \$17,180 per year, 40 hours per week. Conduct independent research related to the development of new drugs for the treatment and/or prevention of eye diseases such as glaucoma, cataract, retinal degeneration and ocular inflammation. The experiments to be performed will include microsurgery of vortex veins, determination of retinal electroretinogram, measurement of ocular blood flow with microsphere technique, investigation of ocular inflammation with fluorometric machine, and study of immunosuppression of various polypeptide drugs in the blood stream will be required. Publish research results in scientific journals and supervise two one year's related experience in medical research in Ophthalmology.

Apply at the Texas Employment Commission, Bryan, Texas, or send resume to the Texas Employment Commission, TRC Building, Austin, Texas 78778, I.C. #666731. Ad paid by an Equal Employment Opportunity Employer.

completed applications will begin on April 20, 1992 and will continue until the position is filled. AA/EEO Employer. Applicants must have the legal right to work in the U.S.

English Instructor. Indian Hills Community College is seeking an English Instructor to start August 26, 1992. This person will teach English 101, English 102, English 103, English 104, English 105, English 106, English 107, English 108, English 109, English 110, English 111, English 112, English 113, English 114, English 115, English 116, English 117, English 118, English 119, English 120, English 121, English 122, English 123, English 124, English 125, English 126, English 127, English 128, English 129, English 130, English 131, English 132, English 133, English 134, English 135, English 136, English 137, English 138, English 139, English 140, English 141, English 142, English 143, English 144, English 145, English 146, English 147, English 148, English 149, English 150, English 151, English 152, English 153, English 154, English 155, English 156, English 157, English 158, English 159, English 160, English 161, English 162, English 163, English 164, English 165, English 166, English 167, English 168, English 169, English 170, English 171, English 172, English 173, English 174, English 175, 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UIC The University of Illinois at Chicago

Professional Housing Positions

The Campus Housing Department at The University of Illinois at Chicago (UIC) has the following opportunities available for qualified candidates:

ASSISTANT DIRECTOR OF HOUSING (RESIDENTIAL LIFE AND FACILITIES)

Responsible for the overall management of a residence hall area which provides housing for approximately 1,000 students. Duties include: supervision of a residential life and facilities management team; coordination of efforts among residential life, custodial and maintenance staffs; administration, dining and union staffs; supervision of secretarial staff; oversee student staff development; assist in coordination of residence hall government programming; coordination of Area residential judicial procedures; oversee Area room assignment procedures; coordination of emergency duty coverage; develop and maintain an Area budget; encourage an environment supportive of diversity; and coordination of various department-wide projects. **Qualifications:** Master's degree in a relevant field is required as well as five to seven years of full time experience in housing or a related field; knowledge of residential life and facilities. **Compensation:** competitive salary, full staff benefits, tuition waiver (live out).

AREA COORDINATOR (ADMINISTRATION)

Responsible for the administration of the housing contract, assignment, accounting and resident database systems. Duties include: overall management of the assigning and resident contracting functions; supervision of the central housing office and an administrative support team; oversee resident financial accounts; counsel residents concerning account or contract issues; coordinate resident recruitment and marketing efforts; oversee publications and printing projects; and coordination of various department-wide projects. **Qualifications:** Master's degree in a relevant field is required as well as three to five years of full time experience in housing administration or other closely related management. Knowledge of database systems desirable as well as skills in management and human development. **Compensation:** competitive salary, full staff benefits, tuition waiver (live out).

FULL TIME RESIDENT DIRECTOR

Responsible for the administration of designated residence hall(s) which provide housing for 400-700 students. Duties include: supervision of live-in student staff; responding to student behavioral/health concerns; assisting with developmental program planning; participating in duty coverage; responsibility for room assignments and other administrative tasks. **Qualifications:** Master's degree in a relevant field preferred. Residence hall supervisory experience is desirable as well as skills in management and human development. **Compensation:** Salary of \$80,000-\$82,500, furnished two-bedroom apartment (live-in required), partial board, full staff benefits, tuition waiver. Twelve-month appointment.

PART TIME GRADUATE ASSISTANT (MULTIPLE OPENINGS POSSIBLE)

Responsibilities vary depending upon assignment. Duties may include: office management; supervision of student desk staff; coordination of desk services; assist with central office assignment/contract administration; information systems management; or conferences; counsel residents; and assist with various departmental projects. **Qualifications:** Bachelor's degree required as well as enrollment in a graduate program. Residence hall leadership experience is desirable. **Compensation:** Stipend of \$5,000-\$7,500, room, board (live-in required), tuition waiver.

HOW TO APPLY

Starting Date: July, 1992. For fullest consideration, send a resume, the names of 3 references, and a letter stating qualifications and the specific position of interest by April 3, 1992 to:

Resident Director Search (or) Graduate Assistant Search (or) Area Coordinator Search (or) Assistant Director Search
Campus Housing Department (M/C 679)
623 West Park Street
Lower Level, West Campus Residence Hall
Chicago, Illinois 60612-3727

Department representatives will be interviewing at ACPA, NASPA and Oshkosh Placement Exchange. Advanced interview scheduling is strongly encouraged. Call Mary Henrickson at (312) 413-8405.

The University of Illinois at Chicago is an Affirmative Action, Equal Opportunity Employer. Applications from women, people of color and members of other under-represented groups are encouraged.

Assistant Director, Residence Life

Campus wide coordination of residence hall programming and advancement of Residence Hall Association. Implementation of Alcohol Awareness, Family Day, and Multicultural Events. Supervision of graduate and undergraduate staff in an area housing 900 students. Requirements: MA in student personnel or related field; 2 years full-time residence hall experience. Salary competitive.

Send resume to Jan Friedman-Krupnick, Director of Residence Life, RJD COLLEGE, 2083 Lawrenceville Road, Lawrenceville, NJ 08648-3089. Application deadline: April 10, 1992. Residence Life staff will interview candidates at NASPA and ACPA. Rider College is an AA/EEO employer. Women and minorities are strongly encouraged to apply.

English Tenure-track position at the rank of Assistant Professor. Strong background in Poetry, Drama, and American Literature. Prior to effective date of employment, Special consideration to candidates with significant publications in poetry, drama, and American literature. Send resume and three references to: Dr. Henry J. Berman, Department of English, Rider College, 2083 Lawrenceville Road, Lawrenceville, NJ 08648-3089. Starting date: August 1992. Send resume and three references to: Dr. Henry J. Berman, Department of English, Rider College, 2083 Lawrenceville Road, Lawrenceville, NJ 08648-3089. Starting date: August 1992. Send resume and three references to: Dr. Henry J. Berman, Department of English, Rider College, 2083 Lawrenceville Road, Lawrenceville, NJ 08648-3089. Starting date: August 1992.

UNC-CHARLOTTE

The University of North Carolina at Charlotte

UNC Charlotte is a modern, fast growing university located northeast of uptown Charlotte. UNC Charlotte is one of 16 schools that comprise the University of North Carolina System. UNC Charlotte has a student population of 15,000 and a residential population of 4,100.

RESIDENCE COORDINATOR

Responsible for the total program in a residence hall/area housing 500-700 students. Duties include: staff selection, supervision, programming, administration, advising, and discipline. Additional responsibilities such as teaching, leadership training, and advising student court system will be assigned. Time limited two year appointment; subject to renewal. Employment is ten months annually, summer employment possible.

Qualifications: Bachelor's degree required, but prefer master's degree in Student Personnel or related field and two years of graduate assistant experience. Candidates with previous experience working with diverse populations are encouraged to apply.

Salary: \$17,145 plus apartment and limited meal plan. Starting date: August 1, 1992.

Application Procedure

Send letter of application, resume, and names and phone numbers of three references to:

Phil Nordan
Associate Director of Residence Life
Scott Hall - Residence Life
UNC Charlotte
Charlotte, NC 28223

Application Deadline: To receive full consideration, applications must be received by March 27, 1992. However, applications will be accepted until the position is filled.

First day interviews at NASPA and Oshkosh Placement Exchange may be arranged in advance for candidates who submit applications prior to the conventions.

UNC Charlotte is an affirmative action, equal opportunity employer and encourages qualified women and minorities to apply.

Delaware State College

Director of Plant Maintenance

Delaware State College is seeking an organized team player with solid leadership skills and a proven track record in technical areas to direct plant maintenance operations. The Director reports to the Director of Physical Plant and is responsible for the successful operation of repair, renovation, and preventive maintenance services including management of general trades and maintenance contracts.

The successful candidate must have a significant facilities management background which includes responsibility for budget control, review and evaluation of plans and specifications, building systems (HVAC and energy management systems), maintenance standards, operating techniques, and management of a multi-shift operation including plumbers, electricians, carpenters, and other trades.

A Bachelor's Degree in electrical or mechanical engineering is preferred. Other relevant Bachelor's Degrees may be considered. Five years of experience in plant maintenance operations, and successful completion of the APFA Facility Management Institute are highly desired. The successful candidate must possess excellent communication, planning, analytical and leadership skills, and must be knowledgeable regarding principles and practices of electrical and mechanical (HVAC) systems, construction codes, utility and energy management systems, high voltage electrical distribution, and pertinent State and Federal regulations.

Salary is commensurate with qualifications and experience. Evaluation of applicants will begin on March 24, 1992 and will continue until the position is filled. For confidential consideration, please send your resume, which must include salary history and requirements, to:

Delaware State College
Personnel Department
1200 N. DuPont Highway
Dover, DE 19901

An Affirmative Action, Equal Opportunity Employer

positive. Send application letter, via to Dr. Nancy E. Gill, Chair, Search Committee, English Department, Bloomsburg University, Bloomsburg, Pennsylvania 17815. Postmark no later than March 31. Persons of color and women strongly encouraged to apply.

English: The English Department of the University of Texas at Arlington is seeking a Director of Freshman English to help coordinate, train, and oversee graduate teaching assistants in an integrated program of reading, writing, and critical thinking. The Director will participate in the graduate teaching program, and should be able to teach courses in the graduate program. The preferred candidate will show evidence of research in the area of reading theory, history or specific study of rhetorical theory. History or specific study of rhetorical theory. History or specific study of rhetorical theory. History or specific study of rhetorical theory.

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Director of Alumni Affairs

An experienced professional who can be immediately productive in planning, managing and evaluating a comprehensive marketing and communications effort and a program of services for 36,000 alumni of Shippensburg University of Pennsylvania.

MINIMUM REQUIREMENTS: Bachelor's degree (master's preferred) with demonstrated skills in management, marketing, and communications. A minimum of three years experience is required preferably in alumni association management or comparable experience in a management position in business, government, or community agencies working with constituent groups and with advisory or governing boards. Experience is required in volunteer development, program management, records management and constituent research. Public speaking, enthusiasm, a tolerance for evening and weekend work and a willingness to travel on a frequent basis are necessary requirements for this position. Must have excellent written and verbal communication skills. Candidates must possess demonstrated ability to initiate and complete a variety of projects on time, have excellent interpersonal skills, and demonstrate evidence of effective supervisory ability.

THE UNIVERSITY: Shippensburg University is a comprehensive public institution in southeastern Pennsylvania offering baccalaureate and master's degree programs in three colleges: Arts and Sciences, Business, and Education and Human Services. The university has 5,500 undergraduate and 1,100 graduate students and more than 300 faculty. Located in the scenic Cumberland Valley, the university is 40 miles southwest of Harrisburg and 90 miles northwest of Washington, D.C.

SALARY: State University Administrator III bargaining unit position. Salary based upon qualifications and experience with a range of \$29,927 to \$40,137. Excellent benefits program.

APPLICATION: Deadline for applications is April 1, 1992, or until a suitable candidate is selected. Starting date on/about June 15, 1992. Send letter of application, resume and three current letters of recommendation from professional associates to: Donald G. Ernackovich, Sr., Executive Director for University Relations, Box 43, Old Main, Shippensburg University, Shippensburg, PA 17257. Shippensburg University is an Equal Opportunity/Affirmative Action Employer. Women and racial minorities are encouraged to apply.

Shippensburg University

A member of Pennsylvania's State System of Higher Education

ALBION COLLEGE

DIRECTOR OF CAMPUS PROGRAMS AND ORGANIZATIONS

Albion College, a selective, private, residential liberal arts college, is seeking nominations and applications for the position of Director of Campus Programs and Organizations.

The Director, a member of the Albion College Student Affairs Staff reporting directly to the Vice President and Dean for Student Affairs, administers a comprehensive co-curricular program which encourages personal development and is concerned with the total education of the student. Major areas of responsibility include: volunteer programs, leadership development; student activities; Greek life; new student orientation; cultural, educational and entertainment programming; campus calendar; and student handbook.

The appointee must have an appreciation for the value of a liberal arts education and must possess a high degree of energy and enthusiasm. Sensitivity to the academic and personal needs of young adults is essential, as are strong communication and organizational skills. Experience with the administration of volunteer and/or leadership development programs is desirable. A Master's degree in student personnel, guidance and counseling in a college or university setting relative to the position responsibilities.

Nominations and applications should be sent to Michael Stone, Chair, Search Committee for Director of Campus Programs and Organizations, Albion College, Albion, MI 49224. Application materials should include a cover letter, resume, and the names, addresses, and telephone numbers of three references. Screening of applications will begin on March 13 and continue until the position is filled. Interviews will be conducted at NASPA and ACPA.

Albion College, a member of the Great Lakes Colleges Association, is located fifty miles west of Ann Arbor on I-94, the main route from Detroit to Chicago. Albion College is an equal opportunity employer. Women and minority candidates are encouraged to apply.

materials to: Judy Williamson, Associate Director, UICP Extension, Santa Barbara, California 93106; telephone: (805) 993-2648. AA/EEO.

English as a Second Language: Visiting ESL Instructor. Teach ten hours per week in intensive English program; supervise and coordinate ESL classes. Must have experience teaching ESL. Send resume and three references to: Dr. Henry J. Berman, Department of English, Rider College, 2083 Lawrenceville Road, Lawrenceville, NJ 08648-3089. Starting date: August 1992. Send resume and three references to: Dr. Henry J. Berman, Department of English, Rider College, 2083 Lawrenceville Road, Lawrenceville, NJ 08648-3089. Starting date: August 1992.

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Associate Curator for Records Administration & Planning

The Records Management Program, a function of the Harvard University Archives, is designed to meet the complex needs for records administration within a variety of University office settings. The responsibilities of this position encompass analyzing and appraising records collections, to determine retention/disposition schedules, supervising the preparation of collections to be accessible into the Archives, and advising administrative staff with regard to associated regulations and policies. The successful candidate will be called upon to remain abreast of relevant legal and policy developments, supervise the Records Management staff, serve as liaison with the manager of the Harvard Deposit Library, and report annually on the fiscal and administrative activity of the program. You will also participate in the assessment of operational systems, examine and evaluate automation applications, and contribute to personnel and budget planning including identifying and assessing short- and long-term equipment and facility needs.

Required Education, Experience, Skills:

Candidate for this position must possess a Master's degree in Library Science, the humanities or social sciences, and a minimum of 5 years' experience in records and archives management, preferably within a college or university environment. Broad knowledge of and experience with automation and other applicable technologies is essential, along with proven supervisory, organizational, financial management and budgeting skills. To be selected, you must also have effective interpersonal and communication skills, and the capacity to exercise tact and sensitivity in a large, decentralized organization.

Please forward your cover letter and resume to Malcolm Hamilton, Harvard University Library, Wadsworth House, Cambridge, MA 02138. Harvard University upholds a commitment to Affirmative Action and Equal Opportunity.



The College of WILLIAM & MARY

Reves Center for International Studies

ASSISTANT DIRECTOR FOR PROGRAMS ABROAD

The College of William and Mary invites applications for the position of Assistant Director for Programs Abroad. The individual will serve as Assistant Director of the Reves Center for International Studies and will be responsible for the areas of study abroad and international students. Duties will include:

- managing the Study Abroad Office, including its library, database, and advising operations;
- managing study abroad among the College's faculty and students;
- administering established foreign study programs, including management of budgets, coordination of applications and enrollments, recruitment of participants and staff, preparation of transcripts, evaluation of programs;
- assisting in evaluation of foreign students regarding F-1 visas and on extension of foreign exchange scholars;
- facilitating new international study opportunities and exchanges;
- cooperating with other administrators in support of international study programs at the College and abroad;
- furthering the educational goals of the Reves Center as a catalyst for international studies opportunities in the College.

Candidates should hold an advanced degree and present a minimum of two years' experience in international education, previous employment in foreign study administration desirable. Demonstrated ability in organizing and managing a small office highly recommended. Working knowledge of a foreign language required, with a demonstrated experience abroad strongly suggested.

The Assistant Director's position is a full-time position with a salary of \$35,000 to \$40,000. The salary range will begin on April 1, 1992, and continue until the position is filled. The College of William and Mary is an AA/EEO employer.

STUDENT ACTIVITIES/ COLLEGE UNION

Assistant Director for Programs of the Student Center, Lamar University, Beaumont, Texas. Responsible for all student programming with the Student Center Council and for the development, planning, design, budgeting, implementation, and evaluation of programs and projects for a diverse student population. Council is charged to provide community-building programs which enhance the educational experience of students and which fill their social, recreational, and cultural needs. Responsibilities for designing and implementing leadership and skills training experiences and programs for Council leaders and volunteers. Reports to Director of Student Center. Salary negotiable, commensurate with experience. Position available now. Candidates must possess a Master's degree in an appropriate field; must demonstrate strong verbal and written communication skills; must have demonstrated experience in working effectively with individuals and groups; and must demonstrate a strong commitment to co-curricular and multi-cultural development. For full consideration, letters of application, resume, and the names, addresses, and telephone numbers of three references should be postmarked no later than April 1, 1992, to Lamar University Human Resources Office, 1030 East Florida, Beaumont, Texas 77710.

materials to: Judy Williamson, Associate Director, UICP Extension, Santa Barbara, California 93106; telephone: (805) 993-2648. AA/EEO.

English as a Second Language: Visiting ESL Instructor. Teach ten hours per week in intensive English program; supervise and coordinate ESL classes. Must have experience teaching ESL. Send resume and three references to: Dr. Henry J. Berman, Department of English, Rider College, 2083 Lawrenceville Road, Lawrenceville, NJ 08648-3089. Starting date: August 1992. Send resume and three references to: Dr. Henry J. Berman, Department of English, Rider College, 2083 Lawrenceville Road, Lawrenceville, NJ 08648-3089. Starting date: August 1992.

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DIRECTOR, SCHOOL OF ECONOMICS

Georgia Institute of Technology

The Georgia Institute of Technology invites nominations and applications for the position of Director of the School of Economics.

Georgia Tech, a unit of the University System of Georgia, is a leading technological research university located on an attractive campus in the heart of Atlanta. The School of Economics is located within the Ivan Allen College of Management, Policy, and International Affairs along with the Schools of History, Technology, and Society; International Affairs; Literature, Communication, and Culture; Management; Public Policy; and the Department of Modern Languages.

The School of Economics has a focus reflecting its role in a technological university. The faculty currently consists of a small number of full-time members, but it is anticipated that the size of the unit will increase, as it has been identified as a critical element in plans to integrate work among units within the Ivan Allen College and across the campus. There is an existing B.S. Undergraduate Degree in Economics with approximately sixty-five majors. There is a Ph.D. program that has been approved but not yet implemented. The new Director would play a major role in setting a course for graduate education.

Candidates should possess a Doctorate in Economics, a record of significant scholarly accomplishment appropriate for a faculty appointment at the level of Professor, a demonstrated commitment to teaching, and leadership experience that would prepare him or her to build a faculty capable of quality research and education in economics and of interacting successfully with other units of the College and Institute.

The position will be filled by July 1, 1992 or as soon thereafter as possible. There is no deadline for applications, but the search will be closed when an appropriate candidate is located. Applications and nominations, along with a curriculum vitae and names and addresses of four references should be sent to:

Dr. August W. Giebelhaus, Chair
Economics Director Search
Office of the Dean of the Ivan Allen College

Georgia Institute of Technology

Atlanta, GA 30332-0520

Georgia Tech is an equal opportunity/affirmative action employer.

Georgia Tech

ENROLLMENT MANAGEMENT DIRECTOR

Small private college seeks energetic, creative, articulate leader to plan and implement undergraduate recruitment and retention efforts. Knowledge and experience as college Admissions Director, background in financial aid budgeting and packaging, required. Available Spring or Summer.

Letter, resume, reference addresses/telephone numbers to:

Vice President for Academic Affairs
Kendall College
2408 Orrington Avenue
Evanston, Illinois 60201

AA/EEO

Letter, resume, reference addresses/telephone numbers to: Vice President for Academic Affairs, Kendall College, 2408 Orrington Avenue, Evanston, Illinois 60201. AA/EEO.

Executive Director/College Education: Nominations and applications for the position of Executive Director of the Association of American Law Schools, an association of 18 member law schools, with offices in Washington, DC. This position requires substantial experience in law school administration and a familiarity with law school issues in general. A candidate for this position should be a lawyer or have a law degree and be a member of the American Bar Association. The salary will be commensurate with qualifications and experience. Application: Send letter of application, curriculum vitae, and names and addresses of four references to: Dr. B. B. Armstrong, Executive Director, Association of American Law Schools, 1201 Connecticut Avenue, N.W., Suite 600, Washington, D.C. 20036.

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BAYLOR UNIVERSITY MULTICULTURAL ACTIVITIES ADVISER

Provide special support services and activities to minority students designed to increase retention, awareness and participation in the University. Plan, implement and assess student development programs and activities. Facilitate programs and activities that promote the understanding of various cultures and heritages in conjunction with established and developing student groups.

Master's degree preferred, Bachelor's degree required. Experience in counseling/guidance, college student affairs or higher education desired. Send resume and three letters of reference by March 13, 1992, to: PERSONNEL SERVICES, BAYLOR UNIVERSITY, P. O. BOX 97053, WACO, TEXAS 76798-7053.

Baylor University is Texas' oldest institution of higher education. It is affiliated with the Baptist General Convention of Texas. Minorities and women are encouraged to apply. Baylor is an AA/EEO Employer.

commensurate with qualifications and experience. Application: Send letter of application, curriculum vitae, and names and addresses of four references to: Dr. B. B. Armstrong, Executive Director, Association of American Law Schools, 1201 Connecticut Avenue, N.W., Suite 600, Washington, D.C. 20036.

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Call for application: (313) 286-2184 between 8:30 a.m. and 4:30 p.m. EST, Monday through Friday.
Screening will begin April 1, 1982.

The University of Louisville, Athletic Association, Inc., encourages women and minorities to apply and is an Equal Opportunity/Affirmative Action Employer.

[illegible]

Donald.Z.Spicer@nd.edu 219-239.802

Castleton State College is an Equal Opportunity, Affirmative Action Employer.

[illegible]

History: The History Department of Col lege of William and Mary is seeking a **Visiting Instructor** or assistant professor in the area of **early modern European history for the academic year 1991-92.** The candidate for application should have a Ph.D. and a record of publication and excellent oral and written communication skills. **Applicants should send a letter of interest, curriculum vitae, and a list of references to:** History Department, College University, 1000 College Avenue, Williamsburg, VA 23185. **Interviews will be held on a regular basis.** **Applications will be until the position is filled.** **AA/EEOE.** **Salary and benefits are commensurate with experience, and minorities are encouraged to apply.**

History: African History. **Eastern College** seeks applications for a **tenure track** position for a **winner** of a **national competition** for **emerging and rising** scholars in the field of **African history** to **teach** upper division regional courses for **percent** of the year. **Applicants should have a Ph.D. in African history, West Africa, or Southern Africa.** **Applicants should send a letter of interest, curriculum vitae, and a list of references to:** History Department, Eastern College, 1000 College Avenue, Williamsburg, VA 23185. **Interviews will be held on a regular basis.** **Applications will be until the position is filled.** **AA/EEOE.** **Salary and benefits are commensurate with experience, and minorities are encouraged to apply.**


History: European History. **Assistant Pro** fessor of **European History** position. **Ph.D. required.** **Applicants should send a letter of interest, curriculum vitae, and a list of references to:** History Department, Eastern College, 1000 College Avenue, Williamsburg, VA 23185. **Interviews will be held on a regular basis.** **Applications will be until the position is filled.** **AA/EEOE.** **Salary and benefits are commensurate with experience, and minorities are encouraged to apply.**

History: Modern European History. **As** sistant Professor of **Modern European History** position. **Ph.D. required.** **Applicants should send a letter of interest, curriculum vitae, and a list of references to:** History Department, Eastern College, 1000 College Avenue, Williamsburg, VA 23185. **Interviews will be held on a regular basis.** **Applications will be until the position is filled.** **AA/EEOE.** **Salary and benefits are commensurate with experience, and minorities are encouraged to apply.**

History: World History. **Assistant Pro** fessor of **World History** position. **Ph.D. required.** **Applicants should send a letter of interest, curriculum vitae, and a list of references to:** History Department, Eastern College, 1000 College Avenue, Williamsburg, VA 23185. **Interviews will be held on a regular basis.** **Applications will be until the position is filled.** **AA/EEOE.** **Salary and benefits are commensurate with experience, and minorities are encouraged to apply.**

OUR CARING KEEPS BUILDING

dominations and applications for the position should be mailed to Search Committee Chair by April 3, 1992.

 Dr. David L. Clark, Professor of Evaluation
Search Committee for the
Director of Teacher Education Programs
CB #3500, 101 Peabody Hall
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27591-3500

The University of North Carolina at Chapel Hill is an Equal Opportunity,
Affirmative Action Employer

turn Science or a closely related demonstrated commitment to and ment with the science and practice culture; demonstrated administrative

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shire are seeking a colleague in the
ant or Advocate Professor level.
dates should hold a terminal degree
particular area of expertise. Can-
should have a record of experiential
teaching and a sincere interest in
teaching. The successful candidate will
to fulfill teaching, research, and
commitments in support of the over-
all mission of the department, col-
lege, and University. Candidates with ex-
perience in the area of international

Please direct nominations and applications to:

REQUIREMENTS: Masters' degree and five years' experi-

candidates must have a master's degree and five years' experience in a directly related field. Interested candidates should send a letter of application, résumé, and names and addresses of three current references to: Dennis M. Murphy, Associate Dean of the College, Box #339, Gettysburg, PA 17325-1488. Applications will be reviewed beginning April 1, 1992. Position will be advertised at ACPA and NASPA. Projected starting date is July 15, 1992.

Hydrology/Environmental Science: I

[illegible][illegible]

The University of Illinois is an Affirmative Action,
Equal Opportunity Employer.

Send letter of application, names, addresses and telephone numbers of three professional references, and resumé to: Dr. William Hampsey, Dean, School of Business Administration, Moonmouth College, West Long Branch, New Jersey 07764. Deadline for consideration is March 15, 1992. Moonmouth College

ing experience, residence experience in Indonesia, and fluency in Indonesian. Salary dependent upon academic status and experience. Send curriculum vitae, names and phone numbers of three referees, and salary history to: University Program Department, (CEE, 205 East 42nd Street, New York, New York 10017. Deadline for

Information Science: Two faculty positions. Charleston College, an independent urban college for women, is accepting applications for two full-time Assistant Professors or Instructors in its Information Science Department. The successful candidate will teach and advise students. Graduate work preferred. ABDs with 1990-1991 teaching experience will be considered.

The successful candidate will be expected to teach a variety of courses in the information technology field. The faculty member in one position will be expected to teach a micro-based introduction, review, and applications course in the field of networks. The second position will be expected to teach the micro-based introduction course and a course in the field of systems of telecommunication. In addition, the individuals will be expected to advise students and participate in the college's general education program. Send letters of application and resumes to:

Dr. H. Hershberger, Vice President for Academic Affairs, Chapman College, Pittsburg, Kansas 66060.

Information Technology, Carnegie Mellon University, 100 Schenley Drive, Pittsburgh, PA 15213-0159. Director, Professional Education, The Information Network Institute at Carnegie Mellon University, 100 Schenley Drive, Pittsburgh, PA 15213-0159. The first author and co-author of the book *Information Systems: Design and Operations* and co-author of the book *Information Systems: Design and Operations* and co-author of the book *Information Systems: Design and Operations*.

Information Science: The Southern Technological Applications Center (STAC) at the University of South Alabama has been working an Information Specialist (non-tenured faculty position) to coordinate business clients and to assist in other activities associated with STAC's mission and to represent the University in the Southeastern U.S. Master's Degree in Library Information Science. Experience in technicalities, information retrieval, and information science is required. The world-class (IN faculty and industry conditions to deliver product and services) senior technical managers and executives. The successful candidate will direct a staff of 10-15 people. The position is currently open for a rigorous, well-intentioned faculty program provide participation in the development and implementation of the information and implementation of state-of-the-art information technology solutions. Responsibilities include: planning, course design, development, and delivery, and continual enhancement and delivery of the program. The successful candidate will also serve as a consultant.

As assistant to the Director of Materials Support, supervises and directs one of the largest university inventory management

operations in the country. Manages seven warehouses and storerooms with sales of \$20 million annually and receiving operation which distributes \$60 million annually. Bachelor's degree preferably with specialization in marketing or business management and four years' experience in large-scale purchasing, warehousing, central office services, materials management, inventory management, including one year in a supervisory capacity required. Purchasing experience preferred. Demonstrated ability to lead and manage a large professional support staff involved in materials management and related financial accounting control in support of a complex and dynamic environment, maintain positive working relationships with vendors, associates. University and State official; essential. Salary range \$31,911-49,533

A Precious Resource For Nearly Two Centuries.

Duties include coaching women's basketball/volleyball in a very competitive intercollegiate athletic program. Other duties in Student Personnel Services may be involved. Minimum B.A. degree and two years' prior experience coaching women's basketball and volleyball. Preference will be given to applicants with an M.A. degree and community junior college related coaching experience. Prior college recruiting experience.

Salary and benefits are competitive with a starting salary range of approximately \$24,000 to \$28,000 plus health/dental/life and retirement benefits.

Submit no later than March 31, 1992 a letter of application along with a brief current résumé including three references to:

Mr. Brad Franz, Athletic Coordinator
Otero Junior College
La Junta, CO 81030

Ulster Junior College is an Equal Opportunity Employer M/F.

in the INI Master's program, working with the CMU faculty to advise, direct, and evaluate a comprehensive final case project. Strong interpersonal skills and extensive business experience are required. Salary commensurate with experience. Send resume and references to:

Source and names and addresses of three references by March 27, 1992 to Casey Jones, Information Networking Institute, Carnegie Mellon University, Pittsburgh, Pennsylvania 15213; Carnegie Mellon University does not discriminate and Carnegie Mellon University has policies to ensure that its recruitment and employment on the basis of race, color, national origin, sex or handicap are in violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Act of 1964, Title IX of the Educational

putting packages, excellent oral and written communication skills; the ability to interact effectively with faculty and administrative staff. To start September 1, 1992 or earlier. Salary range: \$37,308-\$55,179, commensurate with qualifications. Send resume and salary history to: Dr. Robert L. Case, Director of Human Resources, Carnegie Mellon University, Box 4000, Pittsburgh, PA 15260-0000, March 31, 1992; to Provost Fritz Carr, The College of Staten Island/CUNY Ocean Terrace, Staten Island, New York 10361. Equal Opportunity, Affirmative

1972, and Section 304 of the Rehabilitation Act of 1973 or other federal, state, or local laws or executive orders. In addition, Carnegie Mellon University does not discriminate in admissions and employment on basis of race, sex, age, marital status, or sexual orientation in violation of state or federal laws or local laws or executive orders.

Administrative and Institutional Research: The Director of Institutional Research at the College of Saint Joseph, Hartford, Connecticut, is responsible for collecting and analyzing relevant data and producing research reports to support institutional planning and development. He also designs and produces various other



Keene State College DIRECTOR OF BUSINESS OPERATIONS

Keene State College is pursuing "Vision 2000," its goal of becoming the public, undergraduate college of choice in New England by the year 2000. This goal will be achieved by offering academic excellence and an enhanced quality of life and sense of community on campus.

Keene State College is a public liberal arts college of the University System of New Hampshire with an enrollment of 5000 students. The College has been recognized as a leader in American higher education for its commitment to a vision, broad-based strategic planning initiatives, and cohesive sense of community. Historic Mt. Monadnock overlooks a campus of 168 acres in the picturesque City of Keene (population 22,000). Located in the southwestern corner of New Hampshire, Keene provides traditional New England charm, close proximity to abundant four-season recreational attractions, and easy access (2 hrs.) to Boston, Hartford, and Albany.

POSITION: Keene State College seeks an energetic, goal-oriented individual to fill the Director of Business Operations position. Reporting to the Vice President for Finance and Planning, the Director holds a key leadership position providing the College with financial management expertise in accounting, training, computing, and analytical skills areas. The Director should possess strong communication ability and take an active interest in the professional development of Business Office staff and other budget managers across the campus.

DUTIES: Direct activities assigned to the Business Office, including accounting, budget, payroll, student account receivables, student loans and collections, accounts payable, fiscal administration of grants, insurance, auditing, telephone and mail order, document control, and articulation policies and procedures for cash receipting/deposit; conduct cost analyses of education and general expenditures; independent operations, auxiliary enterprises and fee-supported operations; prepare means for bringing the College into compliance with audit findings; analyze changes for services performed; analyze effects of accounting systems changes; and provide leadership and training in uses of CUPS, the automated accounting system used by USNH campuses.

QUALIFICATIONS: Required: Bachelor's degree and five years of accounting experience; demonstrated accounting experience; three years of supervisory experience and familiarity with financial reporting standards. Desirable experience: automated accounting system implementation; staff development, budget preparation and management; demonstrated analytical, interpretive and communication skills; experience working with students, faculty, and executive management in a public residential college or university.

SALARY: \$38,900-\$60,130, starting salary normally not to exceed \$44,210.

APPLICATION: Send letter of application specifically addressing qualifications listed above, resume and names, addresses and telephone numbers of three references to Gaynelle Prais, Office of Human Resource Management, Keene State College, Keene, NH 03431.

CLOSING DATE: March 30, 1992.

Keene State College is an Affirmative Action, Equal Opportunity Employer.

GRAND VIEW COLLEGE

Des Moines, Iowa

DIRECTOR OF ADMISSIONS & FINANCIAL AID SERVICES

Grand View College is seeking qualified candidates for the position of Director of Admissions & Financial Aid Services. The Director will report directly to the President and serve on the President's Admissions Council. The Director will be responsible for the recruitment of qualified freshmen and transfer students and admission from a recruiting territory consisting of Iowa and its vicinity states.

The Director will also supervise the financial aid program for both the recruitment and retention of all undergraduates. The successful candidate will supervise ten professional and clerical support personnel.

A Master's Degree is required plus three or more years of demonstrated effectiveness in undergraduate marketing and administration. The Director must possess the ability to work well with students, parents, the public, and college faculty and staff. The Director must also be capable of implementing and improving upon a new five-year admission model that is presently in its second year.

Grand View is a college of the Evangelical Lutheran Church in America. Women and minorities are encouraged to apply.

Interested candidates should submit a letter of application and current resume along with at least three letters of recommendation to:

MILLERCOOK & ASSOCIATES, INC.
3430 Rockwell Road
Rockville, Virginia 20851

Application deadline: April 1, 1992.

Grand View College is an Equal Opportunity, Affirmative Action Employer.

Library, Humanities Reference Librarian. Within the central reference and information services (RIS) department, provides comprehensive assistance with research in the humanities—literature, language, and philosophy. Subject-based reference assistance in the Humanities Reference Librarian position will be provided by the RIS department. The position will also be responsible for the collection and development of the Humanities Reference Librarian's collection. The position will also be responsible for the collection and development of the Humanities Reference Librarian's collection. The position will also be responsible for the collection and development of the Humanities Reference Librarian's collection.

Library Search requested for Social and Behavioral Sciences Librarian (psychology, sociology, education, and communication sciences). Provides wide range of information services to students and faculty. The position will also be responsible for the collection and development of the Humanities Reference Librarian's collection. The position will also be responsible for the collection and development of the Humanities Reference Librarian's collection. The position will also be responsible for the collection and development of the Humanities Reference Librarian's collection.

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OCCIDENTAL COLLEGE Los Angeles, California

Occidental College, a small, private, liberal arts college committed to multicultural education seeks applications for:

DIRECTOR OF STUDENT ACTIVITIES

Responsibilities include: advising student government, planning and implementing new student orientation programs, campus leadership programming, supervision of 2 assistant directors with responsibilities for clubs and organizations and the Volunteer Programs Center, membership on planning committee for construction of a new student center, reporting to Dean of Students. Qualifications: MA and 4-6 years' progressive experience including advising student organizations, extensive programming, staff supervision, and budget management.

ASSISTANT DIRECTOR OF STUDENT ACTIVITIES

Responsibilities include: leadership development, advising over 80 clubs and organizations, including 7 Greek organizations, advising campus programming board, coordinating event management policies and procedures, organizing alcohol education, and the applicant's qualifications in meeting these needs, special events. Qualifications: M.A. and 1-3 years' experience advising student organizations. Knowledge of Greek life and event management concepts essential.

To apply for the above positions, submit resume and letter of application stating an understanding of the liberal arts, the needs of minority students in a majority setting, and the applicant's qualifications in meeting these needs, including philosophy of co-curricular involvement. Two reference letters received by the deadline date along with complete contact information for at least 3 other references to:

Cathy Kramer
Associate Dean/Interim Chair
Occidental College
1600 Campus Road
Los Angeles, CA 90041

Deadline to apply: April 3, 1992. Representatives available at ACPA and NASPA. Preference applications encouraged.

OCCIDENTAL COLLEGE IS AN EQUAL OPPORTUNITY EMPLOYER.

WOMEN AND MINORITIES ENCOURAGED TO APPLY.

Montana Tech

HEAD OF MATERIALS PROCESSING

Montana Tech is a publicly supported college with emphasis in science and minerals engineering. The college offers the largest mining engineering program in the United States and the third largest petroleum engineering program in the world. The college is a leader in programs in business and the social and physical sciences. The college has a staff of 8, is a member of WLN and serves a student body of 1,881.

Montana Tech invites applications for the position of Head of Materials Processing. The Head of Materials Processing supervises and participates in the acquisition and processing of materials. This non-tenure position holds faculty rank. Qualifications: AIAA-recognized M.S. degree or willingness to obtain the same in the near future; considerable professional experience in an academic laboratory; knowledge of acquisition and processing methods and procedures; ability to supervise and coordinate the work of a staff of approximately 10; excellent written and oral communication skills. Preferred candidates will have a working knowledge of an online integrated system and a second master's degree in science or engineering.

Salary in mid twenties, depending on education and experience.

To apply for this position, send resume, letter of application and names of three references to: Director's Office, The Library, Montana Tech, Butte, MT 59703. Applicant screening will begin on April 6, 1992. Only those candidates whose resumes are selected for interview will be notified. Montana Tech is an Equal Opportunity, Affirmative Action Employer.

Salary: \$24,704-\$30,000, dependent on qualifications and experience. Send application letter, current resume, and names, addresses and telephone numbers of three references to: Director's Office, The Library, Montana Tech, Butte, MT 59703. Applicant screening will begin on April 6, 1992. Only those candidates whose resumes are selected for interview will be notified. Montana Tech is an Equal Opportunity, Affirmative Action Employer.

Library Health Sciences Librarian. Provide reference assistance in a centralized reference unit including night/weekend rotation. Librarian will be responsible for collection development and responsible for collection development in the health sciences. The position will also be responsible for the collection and development of the Humanities Reference Librarian's collection. The position will also be responsible for the collection and development of the Humanities Reference Librarian's collection. The position will also be responsible for the collection and development of the Humanities Reference Librarian's collection.

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DIRECTOR

Graduate Program in Nursing

The MGH Institute of Health Professions invites applications for the Director of the Graduate Program in Nursing. The Institute of Health Professions is an autonomous center for graduate studies in allied medical fields. In association with the Massachusetts General Hospital, Spaulding Rehabilitation Hospital, and McLean Hospital, the Institute is a constituent member of the MGH Health Affiliates.

The Institute offers innovative graduate programs in nursing, communication sciences and disorders, dietetics, and physical therapy, as well as a research-based program in medical ethics. The Graduate Program in Nursing is committed to the development of advanced clinical practice with specialty preparation in critical care, gerontology, oncology, and women's health.

The Graduate Program in Nursing is enriched by the recently endowed Amelia Peabody Nursing Research Professorship. The search for the first recipient awaits the appointment of the Director.

We seek outstanding candidates with the demonstrated capacity to promote excellence in nursing education, scholarship, and clinical practice. In addition to holding a master's degree in nursing and meeting eligibility requirements for Massachusetts licensure, qualifications include:

- Earned doctorate in nursing or related field
- Academic administrative experience
- Distinguished record of scholarship
- Experience in graduate education
- Experience in securing external funding

The position will be available on or after July 1, 1992. Letters of interest and a current curriculum vitae should be sent to Michael Smith, Ph.D., Chair, Search Committee, MGH Institute of Health Professions, 15 River Street, Boston, MA 02108.

The MGH Institute of Health Professions is an equal opportunity, affirmative action employer.

THE MGH HEALTH AFFILIATES

DATA PROCESSING CONSULTING

(Research Programmer)

Administrative Information Systems & Services

University of Illinois

Administrative Information Systems and Services has several (3) openings for data processing consulting at the Chicago campus. This is an outstanding opportunity for experienced consultants to join a progressive, dynamic, and growing organization to provide services to the Client Support Services Division. This position requires the academic/professional title of Research Programmer.

Responsibilities include:

- Automate and integrate office computer systems from desktop intelligent workstations to minicomputers
- Be a liaison with vendors
- Analyze needs of campus community for the office systems requirements

B.S. required and 2 years' minimum experience with high level programming languages. Experience demonstrated skill in interfacing all levels of clients. Preference will be given to M.S. and 8 years experience. Requires working knowledge and experience in:

- LANs, Token Ring or Ethernet, LAN Administration: 3 COM, LAN Manager, or Netware, Microsoft Windows: Excel, Word, PowerPoint, SQL Server, Microsoft, Oracle, or Gupta, Hardware: Apple Macintosh and IBM PS/2 (or other 386). Business analysis skills.

Please submit letter of application, resume, and three letters of reference no later than March 27, 1992 to:

L. Maxine Hayden, Assistant Director
Administrative Information Systems and Services
601 North Sixth Street
Champaign, Illinois 61820

The University of Illinois is an Affirmative Action, Equal Opportunity Employer.

San State University Libraries, East Lansing, Michigan 48824-1048

Library Assistant Professor (tenure-track). Starting July 1, 1992. Participates in planning and implementation of library programs and services. This position requires the academic/professional title of Assistant Professor. The position will also be responsible for the collection and development of the Humanities Reference Librarian's collection. The position will also be responsible for the collection and development of the Humanities Reference Librarian's collection. The position will also be responsible for the collection and development of the Humanities Reference Librarian's collection.

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UNIVERSITY OF NEBRASKA AT KEARNEY

The University of Nebraska at Kearney is a public, four-year institution located in the heart of Nebraska. The enrollment is over 8,000 students. Individuals interested in joining a creative and dynamic student affairs division are encouraged to apply for the following positions:

DIRECTOR OF RESIDENCE LIFE

The Director of Residence Life is responsible for the overall operation and staff for 13 residence halls and one family housing apartment complex. 1991-92 brought 2 new residence halls. Total housed on campus is 2,800 students. The Residence Life Department consists of professional administrative staff, clerical staff, graduate and undergraduate student staff, and painting, maintenance and custodial staff (total exceeds 200). This position reports to the Vice Chancellor for Student Affairs.

QUALIFICATIONS: Master's Degree (student personnel preferred), plus 3-5 years' post-master's experience in residence life.

STARTING DATE: July 1, 1992 (twelve month two-out position)

SALARY: Commensurate with experience

Applicants should send a letter of application, resume and names and phone numbers of 3 references to:

Kay McMillin
Counseling Center
University of Nebraska at Kearney
Kearney, NE 68849

Review of applications will begin on April 1, 1992. Applications will be accepted until position is filled.

COORDINATOR OF ENROLLMENT MANAGEMENT SYSTEMS
The Coordinator of Enrollment Management Systems is responsible for the design, implementation, and effective use of both mainframe and PC-based systems to provide statistical data to assist in enrollment management decisions. The Coordinator will also serve as a Financial Aid Counselor and have programmatic responsibilities in the Financial Aid Office.

QUALIFICATIONS: Bachelor's Degree required. Master's Degree preferred. Applicants with experience in Enrollment Management and in Financial Aid or other Student Affairs area will receive first consideration.

STARTING DATE: July 1, 1992.

SALARY: Commensurate with experience

Applicants should send a letter of application, resume and names and phone numbers of 3 references to:

Patrick McTea
Director of Financial Aid
University of Nebraska at Kearney
Kearney, NE 68849

Review of applications will begin on April 1, 1992. Applications will be accepted until position is filled.

UNK is an EEO/AA Employer

COMPLEX DIRECTOR

(Anticipated Vacancy)

Ten-month, life in residence life position at a local, Catholic, liberal arts college. Supervisory and research position in residence life. This position requires the academic/professional title of Research Programmer.

Qualifications: Master's Degree, 3-5 years' post-master's experience in residence life. This position requires the academic/professional title of Research Programmer. The position will also be responsible for the collection and development of the Humanities Reference Librarian's collection. The position will also be responsible for the collection and development of the Humanities Reference Librarian's collection. The position will also be responsible for the collection and development of the Humanities Reference Librarian's collection.

Please forward resume to: C.D. Search, Dean of Students Office, Box 1310, College of the Holy Cross, 1 College Street, Worcester, MA 01610. An Equal Opportunity Employer.

College of the Holy Cross

Library Assistant Professor (tenure-track). Starting July 1, 1992. Participates in planning and implementation of library programs and services. This position requires the academic/professional title of Assistant Professor. The position will also be responsible for the collection and development of the Humanities Reference Librarian's collection. The position will also be responsible for the collection and development of the Humanities Reference Librarian's collection. The position will also be responsible for the collection and development of the Humanities Reference Librarian

commensurate with qualifications. Review will begin March 16, continuing until position filled. For consideration, send resume and salary support the value system of your church. EOE.

for clinical and teaching experience required, preferably in baccalaureate and master's programs. The School of Nursing is NLN-accredited and in an academic partnership with education and health care. Direct inquiries to: Dr. Sharon Dean, College Nursing, Medical University of South Carolina, South Carolina 29425.



DEAN / ENDOWED CHAIR

College of Business Administration

THE UNIVERSITY OF OKLAHOMA

Norman Campus

Applications and nominations are invited for the position of Dean, College of Business Administration, and the first holder of the Fred E. Brown Chair in Business.

RESPONSIBILITIES: The Dean provides academic, intellectual, and administrative leadership to the College and reports directly to the Academic Vice President and Provost. The Dean is responsible for the quality and effectiveness of the College's instructional, research, and outreach programs. The Dean is responsible for the college's more than \$6 million with a permanent endowment of \$3 million.

QUALIFICATIONS: Candidates must meet the following requirements:

- Candidates with an academic background should possess an earned doctorate and qualify for appointment as a tenured professor in the college;
- Candidates with a business background should have an outstanding record of leadership achievement and demonstrated commitment to and an understanding of higher education;
- Demonstrated ability to lead and successfully manage professionals in academic, corporate, or governmental organizations;
- Demonstrated success in securing external support and/or supporting fund-raising activities;
- Possess personal qualities that will facilitate working relationships within the University, its internal, and among business leaders;
- Commitment to Affirmative Action employment guidelines, practices, and outcomes.

GENERAL INFORMATION: The University of Oklahoma, one of Oklahoma's two public comprehensive universities, has its main campus in Norman, with health sciences' campuses in Oklahoma City and Tulsa. Norman is a community of 80,000 located in the Oklahoma City metropolitan area.

The Norman campus includes the Colleges of Architecture, Arts and Sciences, Business Administration, Education, Engineering, Fine Arts, Sciences, Law, Liberal Studies, the Graduate College, and the Oklahoma Center for Continuing Education. The Norman campus has 800 faculty members and enrollment is approximately 21,000 students, including approximately 4,000 graduate students. The College of Business Administration offers five baccalaureate degrees, two Master's degrees and the Doctor of Philosophy degree in Business Administration. The College consists of approximately 60 full-time faculty serving approximately 3,000 undergraduate and 300 graduate students. The College has five academic units including the School of Accounting and Division of Environmental Analysis and Policy, Finance, Management, and Marketing. Also included is the Center for Economic and Management Research. The College's faculty are actively engaged in research and enjoy national recognition in a variety of research specialties. The Business History Collection provides a unique research resource through a special collection of books. Professional development is conducted in collaboration with the Oklahoma Center for Continuing Education and Public Service. An extensive on-campus program of professional seminars and practices are conducted in its modern conference and hotel facilities.

STAFF: The individual selected as Dean will also become the first holder of the Fred E. Brown Chair in Business. The Fred E. Brown Chair has a substantial endowment that will allow a total compensation package that is very competitive with major AACSB Colleges of Business as well as allowing support of college-wide activities of interest to the Dean.

BEGINNING DATE: Preferably Fall, 1992.

APPLICATIONS AND NOMINATIONS: The Search Committee will begin screening applications in mid-March, 1992. The position will remain open until filled. Complete applications must include a résumé of education and experience (and the names, addresses, and telephone numbers of four references). Nominations and applications should be sent to:

Dr. James F. Kimpel, Chair
Business Administration Dean Search Committee
100 E. Boyd, Suite 710
The University of Oklahoma
Norman, Oklahoma 73019-0528

The University of Oklahoma is an Equal Opportunity, Affirmative Action Employer. OU has a policy of being responsive to the needs of dual career couples. Women and minorities are encouraged to apply.

Research/Aerospace Engineering: Research Assistant, Ph.D. in Aerospace Engineering with 2 years of related research experience. Responsibilities include working with 1-3-D time-dependent stochastic numerical simulations of combustion phenomena; 2) turbulent combustion and turbulent flame propagation; 3) development of high speed cameras; 4) laser-based diagnostic techniques; 5) laser-based diagnostic techniques; 6) laser-based diagnostic techniques. Send resume and references to: Dr. James F. Kimpel, Chair, Business Administration Dean Search Committee, 100 E. Boyd, Suite 710, The University of Oklahoma, Norman, Oklahoma 73019-0528.

Research/Aerospace Engineering: Research Assistant, Ph.D. in Aerospace Engineering with 2 years of related research experience. Responsibilities include working with 1-3-D time-dependent stochastic numerical simulations of combustion phenomena; 2) turbulent combustion and turbulent flame propagation; 3) development of high speed cameras; 4) laser-based diagnostic techniques; 5) laser-based diagnostic techniques. Send resume and references to: Dr. James F. Kimpel, Chair, Business Administration Dean Search Committee, 100 E. Boyd, Suite 710, The University of Oklahoma, Norman, Oklahoma 73019-0528.

Research/Aerospace Engineering: Research Assistant, Ph.D. in Aerospace Engineering with 2 years of related research experience. Responsibilities include working with 1-3-D time-dependent stochastic numerical simulations of combustion phenomena; 2) turbulent combustion and turbulent flame propagation; 3) development of high speed cameras; 4) laser-based diagnostic techniques; 5) laser-based diagnostic techniques. Send resume and references to: Dr. James F. Kimpel, Chair, Business Administration Dean Search Committee, 100 E. Boyd, Suite 710, The University of Oklahoma, Norman, Oklahoma 73019-0528.

Mount Mary College

ACADEMIC DEAN

Mount Mary College, a Catholic college for women operated by the School Sisters of Notre Dame, is seeking a qualified individual to become Academic Dean. Mount Mary College, located in Milwaukee, has an enrollment of 1,400 women, including both day and evening divisions. The Academic Dean serves as the chief academic officer of the College, reporting to the President, and is responsible for those matters directly related to the College's academic mission. Through the heads of academic departments, the Dean administers the degree and curricular programs of the College. The Dean is responsible for providing administrative leadership in long-range academic planning, program development and assessment, and the professional development of the faculty and staff. The Dean coordinates the annual budgets for all offices of academic administration and teaching departments, and supervises a staff including the Associate Dean and the Assistant Dean.

Qualifications: Individuals interested in the position must:

- hold an earned doctorate;
- have administrative and teaching experience in higher education;
- give evidence of leadership, vision, sound judgment, imagination;
- be strongly committed to the education of women;
- be strongly committed to the vision and values of Catholic higher education.

The salary is competitive and commensurate with qualifications and experience. The appointment will begin mid-Summer 1992. Send letters of application, curriculum vitae, and names, addresses, and telephone numbers of three references by March 31, 1992 to:

Prof. James Conlon, Chair
Dean Search Committee
Mount Mary College
Milwaukee, WI 53222

Mount Mary College is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

DEAN

SCHOOL OF MEDICINE

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Applications and nominations are invited for the position of

DEAN OF THE UCLA MEDICAL SCHOOL

Candidates should have the capacity to exercise leadership not only in the School of Medicine, but also at the local, state, and national levels as well. Salary will be competitive.

To be assured full consideration, nominations and applications should be sent by April 30, 1992 to:

Medical School Dean Search Committee
c/o Mr. Martin Chivick
Office of the Chancellor
University of California
Los Angeles, California 90024

UCLA is an Equal Opportunity, Affirmative Action Employer.

When you need to fill a job fast

There's nothing in all of Academe to compare with *The Chronicle's* "Bulletin Board" pages:

* Get your ad to us by 2 p.m. Monday, eastern time, just 3 1/2 days later it will be printed and on its way to our 148,000-plus readers.

* We'll gladly set the type for you, without charge—in either gate or an attention-commanding "display" format. If you prefer, we'll use your camera-ready copy.

* Your ad will be properly positioned or indexed—convenient for our readers and effective for you.

* You'll find no premium "late charge"; fast service is the norm at *The Chronicle*, and you pay nothing extra for it.

* Write, phone, cable, telex, or fax: It's easy to reach *The Chronicle*, and we'll be delighted to serve you.

For more information please call (202) 466-1055

Dean

Widener University

School of Law

Widener University School of Law invites nominations and applications for the position of Dean.

The School of Law, founded in 1971, has two campuses located in Wilmington, Delaware and Harrisburg, Pennsylvania. There are 71 full-time faculty and over 60 adjunct faculty. The Law School offers day and evening education to over 2100 J.D. students; Master of Laws programs in Taxation and Corporate Finance; and overseas programs in Nairobi, Kenya, Padua, Italy, and Geneva, Switzerland. The Law School, as part of the Widener University Law Center, also offers the associate degree and certification programs in paralegal studies, judicial administration, and criminal justice for individuals pursuing careers in support of the administration of justice. Accredited by the American Bar Association, the School of Law also holds membership in the Association of American Law Schools.

The Law School is one of seven schools and colleges of Widener University, a comprehensive, independent university of 8,900 students, located in Chester, Pennsylvania, in suburban Philadelphia.

The search committee will consider the following factors in evaluating applicants: (1) administrative ability; (2) commitment to high level professional scholarship and teaching; and (3) evidence of ability to provide creative leadership in a legal community. All applications should be submitted no later than April 1, 1992. It is anticipated that the successful candidate will assume the deanship on or near July 1, 1992. Nominations, inquiries and applications, including vitae and the names of three references, should be addressed to:

Professor Esther Clark, Chair
Dean Search Committee
Widener University School of Law
P.O. Box 7474, Concord Pike
Wilmington, Delaware 19803

Widener University is an equal opportunity employer.

Solano Community College

invites applications for:

DEAN OF STUDENT SERVICES

Start date is 7/1/92; Application deadline is 4/1/92
Beginning salary \$66,677

Contact Solano Community College Personnel Office to obtain application and job announcement. All application documents must be filed in the Personnel Office no later than 3:00 p.m. on the deadline date.

Solano Community College • 4000 Suisun Valley Rd.
Suisun, CA 94585 • 707/864-7128

SOLANO COMMUNITY COLLEGE IS AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER & ENCOURAGES MINORITIES AND WOMEN TO APPLY

Research/Chemistry: Research Associate to develop new synthetic methodology in mechanistic studies, application in synthesis of 3-deoxyxanthones and enantiomeric synthesis of heterocyclic nucleosides. Ph.D. Organic Chemistry or Ph.D. Organic Chemistry and one year's postdoctoral experience. Background in organic synthesis, chemistry and in display cyclization reactions and synthetic nucleoside synthesis. Publications desired but not required in these areas. Proficiency in NMR, IR and GC/MS. Salary: \$21,000/year. Send resume to the Georgia Department of Labor, 1275 Clarendon Avenue, Avenue B, Georgia 30302 or to the nearest Georgia Job Service Center. Contact: 704/523-8383.

Research/Chemistry: Washington University School of Medicine invites applications for the position of Research Associate. Organic Synthesis and Kinetics to conduct original research in the interaction between retinoid binding proteins and retinoids in the synthesis of retinoids. Ph.D. in Chemistry or related field. One and two dimensional NMR spectroscopy. UV spectroscopy. Analytical and synthetic skills. Send resume to: Dr. Robert J. Phipps, Department of Chemistry, Washington University, One Brookings Drive, St. Louis, MO 63130. Salary: \$21,000/year. Send resume to: Dr. Robert J. Phipps, Department of Chemistry, Washington University, One Brookings Drive, St. Louis, MO 63130. Salary: \$21,000/year. Send resume to: Dr. Robert J. Phipps, Department of Chemistry, Washington University, One Brookings Drive, St. Louis, MO 63130. Salary: \$21,000/year.

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WAYNE STATE UNIVERSITY

DEAN

LAW SCHOOL

Wayne State University invites applicants and nominations for the position of Dean of the Law School. The Dean is the chief academic and administrative officer of the School and reports to the University's Senior Vice President for Academic Affairs and Provost.

The Law School is one of twelve academic units at the University. It includes the Juris Doctor program and graduate programs in labor, tax, and corporate law. The faculty consists of 31 tenured or tenure-track faculty, 8 instructors, and 35 part-time faculty chosen from major law firms in the metropolitan area and from the federal and state judiciary. The School has attracted a faculty that has earned academic honors at top law schools, served clerkships with Justices of the United States Supreme Court—as well as with state and federal court justices—practiced with major law firms throughout the nation. The faculty has a very strong record of scholarship and includes persons with national and international standing in their fields. The School maintains a faculty exchange program with the State University of Utrecht in the Netherlands and a student exchange with the University of Warwick in England. The School enrolls 750 Juris Doctor students, of whom 549 are in the day program, and 126 graduate students. The credentials of entering students place the School's J.D. Program in the top 20th to 25th percentile of law schools in the nation. The Order of the Gold maintains a chapter at the School. The Law Library, the second largest in the state, houses over 400,000 volumes and serves as an important resource to the legal community. The University's newly established Center for Legal Studies will serve as a focal point for the opportunity of members of the law faculty to participate in an interdisciplinary community of scholars dealing with legal studies.

Qualifications for the position include a law degree and a record of teaching and publishing that will support a tenure appointment. Candidates should have a strong commitment to the following objectives: supporting scholarship and research; promoting the School and raising funds from the alumni, the organized bar, and corporate and other institutional sources; encouraging high quality instruction and curricular innovation; recruiting a talented student body and a superior faculty; and supporting the University's affirmative action policy.

As a Carnegie national research university, Wayne State University maintains strong and professional programs and is committed to high standards in research and scholarship. The University is centrally located in a metropolitan area of four million people and enrolls about 34,000 students in a broad range of undergraduate, graduate, and professional programs.

Candidates should submit a current curriculum vitae and a list of at least five references, and nominators should send their nomination, to the Chair of the Dean Search Committee, Patricia Eames, Vice President and General Counsel, 655 W. Kirby, 4249 Faculty Administration Building, Wayne State University, Detroit, MI 48202.



Wayne State University
An Equal Opportunity, Affirmative Action Employer



CHATHAM COLLEGE
1869

ASSOCIATE DEAN OF ADMISSIONS

CHATHAM COLLEGE seeks a professional for the division of enrollment management. Chatham College is a liberal arts college for women. The College provides a challenging liberal arts education with an urban, diverse and rapid change. Chatham's liberal education serves an urban, international, and multicultural community. The College is committed to preparing students for lives as independent, informed and active members of society.

The ASSOCIATE DEAN OF ADMISSIONS will manage a comprehensive recruitment program for high school, international and transfer students. She/he will possess strong organizational skills. The duties include the management of admissions events and project visitation, high school recruitment, staff travel, coordination of application evaluation, interdepartmental communication and statistical analysis.

The successful candidate will be capable of developing and managing a recruitment program for high school, international and transfer students. She/he will possess strong organizational skills. The duties include the management of admissions events and project visitation, high school recruitment, staff travel, coordination of application evaluation, interdepartmental communication and statistical analysis.

The position reports to the Dean of Admissions and Enrollment Management. The salary is competitive and will be based upon knowledge, experience, and a full range of responsibilities. The review of applications will begin immediately. Send a letter of application and resume to: Miriam E. Kline, Dean of Admissions and Enrollment Management, Chatham College, 1869 Highland Road, Pittsburgh, PA 15212. Chatham College is an equal opportunity employer.

Research/Computer Science: Research Assistant, Ph.D. in Computer Science. Responsibilities include working with 1-3-D time-dependent stochastic numerical simulations of combustion phenomena; 2) turbulent combustion and turbulent flame propagation; 3) development of high speed cameras; 4) laser-based diagnostic techniques; 5) laser-based diagnostic techniques. Send resume and references to: Dr. James F. Kimpel, Chair, Business Administration Dean Search Committee, 100 E. Boyd, Suite 710, The University of Oklahoma, Norman, Oklahoma 73019-0528.

WINONA STATE UNIVERSITY

Winona, Minnesota

DEAN OF THE COLLEGE OF EDUCATION

The Dean of Education is responsible for providing leadership of undergraduate and graduate programs on the Winona campus and in Rochester, Twin Cities metro area, and other off-campus sites. Responsible for program coordination and budget supervision of the departments of Education, Educational Administration, Counselor Education, Special Education and Health, Physical Education and Recreation. Responsibilities also include effective involvement with external agencies (regional and national), including the Board of Teaching and NCATE.

QUALIFICATIONS: Earned doctorate from an accredited institution in one of the fields represented in the college, at least five years' successful teaching experience in higher education, including both teaching and administration responsibilities; demonstrated managerial skills, affirmative action practices and personnel skills; interest, knowledge and understanding of current educational issues; an understanding of the nature and purpose of collective bargaining, record of research, publication and other scholarly achievements; ability to work cooperatively with faculty, administration and other college staff, students, educators outside the institution, and the public at large.

Appointment date July 1, 1992. Salary is competitive. Application must include letter of application, résumé, and list of three references (including addresses and telephone numbers). Letters of reference will be required of finalists.

APPLY TO: Dean of Education Search, Affirmative Action Office, Winona State University, P.O. Box 5838, Winona, MN 55997-5838. Open until filled. Screening of applications begins April 1, 1992. WSU is an Affirmative Action Title IX, Equal Opportunity Employer. Women, minorities, and disabled individuals are encouraged to apply.

BELOIT COLLEGE

Dean of Admissions and Financial Aid

Responsibilities: The Dean of Admissions and Financial Aid works with the Vice President for Enrollment and Student Services in the development and implementation of admissions, marketing, recruiting, retention, and financial aid plans. He or she has direct, day-to-day responsibility for:

- organizing and implementing comprehensive nationwide and international recruitment and admissions programs;
- evaluating, admitting, and enrolling a culturally diverse student population;
- coordinating major components of the College's Student Information System; and
- supervising the Admissions staff and Director of Financial Aid.

Education/Experience: Five or more years of demonstrated effectiveness in undergraduate admissions and financial aid is required. Master's degree is preferred. Experience in statistical and demographic analysis, marketing, advertising, admissions information systems, and staff supervision is desired.

Salary: Salary is competitive, based on experience and qualifications.

Position available: 6/1/92 or earlier. Resumes should be received by April 6, 1992; attention: Vice President for Enrollment Services.

Beloit College
700 College Street
Beloit, Wisconsin 53511

Beloit College is an Affirmative Action, Equal Opportunity Employer.

Research/Mechanical Engineering: Research Associate for robot modeling program. Duties include developing and implementing computer algorithms and simulation of robot, mass, and motion transport in buildings. Master of Science in Mechanical Engineering required. Employer.

Research/Chemistry: Research Associate to develop new synthetic methodology in mechanistic studies, application in synthesis of 3-deoxyxanthones and enantiomeric synthesis of heterocyclic nucleosides. Ph.D. in Chemistry or Ph.D. Organic Chemistry and one year's postdoctoral experience. Background in organic synthesis, chemistry and in display cyclization reactions and synthetic nucleoside synthesis. Publications desired but not required in these areas. Proficiency in NMR, IR and GC/MS. Salary: \$21,000/year. Send resume to the Georgia Department of Labor, 1275 Clarendon Avenue, Avenue B, Georgia 30302 or to the nearest Georgia Job Service Center. Contact: 704/523-8383.

Research/Chemistry: Washington University School of Medicine invites applications for the position of Research Associate. Organic Synthesis and Kinetics to conduct original research in the interaction between retinoid binding proteins and retinoids in the synthesis of retinoids. Ph.D. in Chemistry or related field. One and two dimensional NMR spectroscopy. UV spectroscopy. Analytical and synthetic skills. Send resume to: Dr. Robert J. Phipps, Department of Chemistry, Washington University, One Brookings Drive, St. Louis, MO 63130. Salary: \$21,000/year. Send resume to: Dr. Robert J. Phipps, Department of Chemistry, Washington University, One Brookings Drive, St. Louis, MO 63130. Salary: \$21,000/year. Send resume to: Dr. Robert J. Phipps, Department of Chemistry, Washington University, One Brookings Drive, St. Louis, MO 63130. Salary: \$21,000/year.



DEAN OF THE COLLEGE OF ENGINEERING

Clemson University invites applications and nominations for the position of Dean of the College of Engineering. Dean J. Charles Jannett has been named Provost and Vice President for Academic Affairs effective January 2, 1992. The University is seeking to fill this position by July 1, 1992.

THE UNIVERSITY: Located in the northwestern part of the State near the Blue Ridge Mountains, Clemson University is the land grant institution of South Carolina. Its nine colleges (Agricultural Sciences, Architecture, Commerce and Industry, Education, Engineering, Forest and Recreation Resources, Liberal Arts, Nursing, and Sciences) serve over 13,000 undergraduates and 4,000 graduate students.

THE POSITION: The College of Engineering consists of the Departments of Agricultural and Biological Engineering, Bioengineering, Ceramic Engineering, Chemical Engineering, Civil Engineering, Electrical and Computer Engineering, Environmental Systems Engineering, Industrial Engineering, and Mechanical Engineering. The College has approximately 3,300 undergraduates enrolled in 9 B.S. programs and over 700 graduate students in 12 M.S., M. Eng., and Ph.D. programs.

The Dean is chief administrative officer of the College and reports directly to the Provost. The Dean is responsible for academic administration and planning, budgetary functions, and enhancing the research and educational development of the College.

QUALIFICATIONS: Candidates should possess the following qualifications:

- a) an earned doctorate in engineering or a related discipline and a substantial record of scientific achievement sufficient to merit a senior appointment in one of the departments;
- b) successful experience in university teaching, research, and commitment to excellence in education; and
- c) leadership, communication and interpersonal skills, as evidenced by successful prior administrative experience.

NOMINATIONS AND APPLICATIONS: Nominations or applications along with the curriculum vitae, and names, addresses and phone number of three professional references should be sent to:

Chairperson
Dean Search Committee
109 Riggins Hall
Clemson University
Clemson, SC 29634-0901

A review of applications and nominations will begin March 15, 1992 and continue until the position is filled.

Clemson University is an affirmative action, equal opportunity employer.



Associate Dean of Students and Director of Student Judicial Affairs

Responsibilities: Administers and supervises the University student judicial system with authority to formulate and carry out institutional policy. Provides advisory services for the University's social Greek system. Administers the University's convocation and soliciting policies and procedures.

Requirements: Doctorate preferred. Masters degree required in Student Personnel, Counseling or a related behavioral field with at least 5 years' progressive administrative responsibility in judicial programs and Greek activities in a comprehensive University setting. An understanding of student development, management and counseling theories, and the ability to apply theory in practice in a multicultural student setting is necessary.

University Process: East Carolina University is located in Greenville, North Carolina, 85 miles from the North Carolina coast. A senior unit of the University of North Carolina, East Carolina University has a current enrollment of more than 16,000 students.

Application Process: Applicants should send a letter of application, complete résumé, and three current letters of reference to:

Ron Spier
Dean of Students
209 Whitcomb
East Carolina University
Greenville, N.C. 27858-4353

Closing Date: Applications will be received until the position is filled. Screening will begin April 1, 1992.

AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION UNIVERSITY. APPLICANTS MUST COMPLY WITH THE IMMIGRATION REFORM AND CONTROL ACT.

Research/Mechanical Engineering: Research Associate for robot modeling program. Duties include developing and implementing computer algorithms and simulation of robot, mass, and motion transport in buildings. Master of Science in Mechanical Engineering required. Employer.

Research/Chemistry: Research Associate to develop new synthetic methodology in mechanistic studies, application in synthesis of 3-deoxyxanthones and enantiomeric synthesis of heterocyclic nucleosides. Ph.D. in Chemistry or Ph.D. Organic Chemistry and one year's postdoctoral experience. Background in organic synthesis, chemistry and in display cyclization reactions and synthetic nucleoside synthesis. Publications desired but not required in these areas. Proficiency in NMR, IR and GC/MS. Salary: \$21,000/year. Send resume to the Georgia Department of Labor, 1275 Clarendon Avenue, Avenue B, Georgia 30302 or to the nearest Georgia Job Service Center. Contact: 704/523-8383.

Research/Chemistry: Washington University School of Medicine invites applications for the position of Research Associate. Organic Synthesis and Kinetics to conduct original research in the interaction between retinoid binding proteins and retinoids in the synthesis of retinoids. Ph.D. in Chemistry or related field. One and two dimensional NMR spectroscopy. UV spectroscopy. Analytical and synthetic skills. Send resume to: Dr. Robert J. Phipps, Department of Chemistry, Washington University, One Brookings Drive, St. Louis, MO 63130. Salary: \$21,000/year. Send resume to: Dr. Robert J. Phipps, Department of Chemistry, Washington University, One Brookings Drive, St. Louis, MO 63130. Salary: \$21,000/year. Send resume to: Dr. Robert J. Phipps, Department of Chemistry, Washington University, One Brookings Drive, St. Louis, MO 63130. Salary: \$21,000/year.

UNLV

DEAN OF LIBRARIES

RESPONSIBILITIES: The University of Nevada, Las Vegas is seeking a Dean of Libraries who must exercise a combination of imaginative vision and managerial skills to guide the UNLV libraries into the twenty-first century. Reporting to the Senior Vice President/Provost, the Dean supervises 27 professionals and 48.5 support staff and acts as the libraries' representative and advocate with the faculty, students and University administration. Collections include over 600,000 volumes, plus substantial, growing periodicals and nonbook collections and more than one million microforms and government documents. The current materials budget is \$2.8 million. The successful candidate will have the responsibility of overseeing the planning and construction of a new \$40 million library. A statewide academic libraries electronic network will be on-line before the end of 1992. We invite applications and nominations for this position.

QUALIFICATIONS: Requirements for this position include an ALA accredited degree at the master's level or higher, with additional advanced degrees desired. We seek a Dean with a record of progressively responsible administrative experience in an academic or research library, including demonstrated skills in setting priorities and long-range goals, marshalling resources, and motivating staff. The successful candidate will demonstrate strong and creative leadership; an awareness of current and emerging library issues; superior interpersonal skills; and an ability to work effectively with diverse library constituencies in both the university and community.

SALARY: Highly competitive, rank negotiable, depending on background and experience.

THE SETTING: UNLV is one of the fastest growing universities in the nation with a current enrollment of more than 18,500 students. UNLV was recently cited by U.S. NEWS & WORLD REPORT (1990-91) as one of the "up-and-coming" colleges and universities in the U.S. Located in cosmopolitan Las Vegas, the university has the strong support of the community's rapidly growing population of 850,000 residents.

APPLICATION: Screening will begin April 2, 1992, and will continue until the position is filled. The position opens July 1, 1992. Send application letter; resume; names, addresses and phone numbers of at least five references to: Dr. Stephen D. Fitt, Co-Chair, Dean of Libraries Search Committee; University of Nevada, Las Vegas; James R. Dickinson Library; 4605 Maryland Parkway; Las Vegas, Nevada 89154-7001. Libraries at UNLV have tenure-track positions with faculty status. 12-month appointments with 24 days per year of paid vacation and a standard package of fringe benefits including TIAA/CREF or state retirement system. No state income tax. UNLV is an AA/EEO employer.

A YOUNG, PROUD, AND GROWING UNIVERSITY

SWEET BRIAR COLLEGE

Dean of Academic Advising

Dean of Academic Advising to develop and coordinate the academic advising program for freshmen and sophomores, continue the development of the Freshman Seminar Program, and manage college-wide retention efforts at a noted mid-Atlantic women's college. Experience in college teaching and advising required, good interpersonal and leadership skills, commitment to women's education and development. Reports to the Dean of the College. Interview with Admissions, Financial Aid and Student Affairs. Available July 1992. Advanced degree in the Liberal Arts or Sciences. Ph.D. preferred. Send vita and three letters of recommendation to Dean George M. Lenz, Chair, Search Committee, Sweet Briar College, Sweet Briar, Virginia 24193. Consideration of applications will begin March 30, 1992. Women and minorities encouraged to apply. EOE.

Research/Neuroimmunology Research Assistant: To investigate the mechanisms of immune suppression at a molecular level due to drug abuse. 40 hours/week. Apply with the Texas Employment Commission, P.O. Box 12000, Austin, Texas 78711. Job Order #63291. Ad paid by the State Employment Opportunity Employer.

Research/Physician Research Assistant: 32,700/year. Job requires a Ph.D. in Physiology. Control in Roman spectroscopy demonstrated with documented record of publications. Experience with laser Raman spectroscopy, computer processing of Raman spectra, and handling of Raman spectra. Knowledge of physical chemistry or biophysics is essential. Responsibilities: Research publications in peer-reviewed journals in the area of pharmacology and respiratory physiology. \$24,000/year. 40+ hours/week. Apply with the Texas Employment Commission, P.O. Box 12000, Austin, Texas 78711. Job Order #63291. Ad paid by the State Employment Opportunity Employer.



Position Available: Dean of Vocational/Technical Education.

Responsibilities: The Dean of Vocational/Technical Education reports to the Vice President of Academic Affairs; assumes responsibility for supervision of instruction in more than 30 degrees and certificate programs in vocational/technical education; prepares a yearly budget request; approves all related expenditures; recruits and recommends faculty; conducts research relevant to the operation and development of vocational/technical education in the College.

Qualifications: Master's degree required. Doctorate strongly preferred; minimum of five years' experience in an administrative position with at least three years at the associate dean level or commensurate experience in a position of similar responsibility, experience with Carl Perkins funding; ability to provide direction for an ambitious and progressive vocational/technical education program in a participatory management environment; excellent communication skills. Teaching experience in a vocational/technical discipline and a working knowledge of Missouri State funding procedures is desirable. Available July 1, 1992.

The College: Jefferson College is a comprehensive community college located 30 miles south and west of St. Louis in the center of Jefferson County. Jefferson College is home to 17,000 people who enjoy the benefits of a rural environment in the immediate proximity of a major metropolitan area. The College offers a comprehensive curriculum in college transfer and vocational/technical programs to over 4,000 students each year. The vocational/technical education program is highly respected throughout the area and has received state, regional and national recognition for excellence in education.

Salary: Competitive. Jefferson College offers an excellent fringe benefit package including health and dental insurance, long-term disability, life insurance, a liberal leave and vacation provision, and an outstanding retirement program to its employees.

Applications must include: A letter of application addressing the qualifications, resume, copies of transcripts and three letters of reference. Completed applications must be received no later than April 1, 1992.

Address inquiries and applications to: Dan Stueckman, D.A. Vice President, Academic Affairs, Jefferson College, 1000 Viking Drive, Hillsboro, MO 63050. (314) 788-3956, Ext. 300.

It is the policy of Jefferson College that no person shall, on the basis of race, sex, color or handicap, be subject to discrimination in employment, or in admission to any educational programs or activity of the College.

Dean of Students

EMORY & HENRY COLLEGE

Emory & Henry, a United Methodist-related College of 800 students, most of whom live on campus, invites applications and nominations for the position of Dean of Students. Emory & Henry is a liberal arts college with an enrollment of 800,000,000, and the campus facilities are in excellent condition.

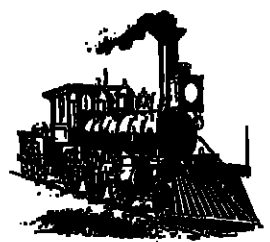
Responsibilities include: the full portfolio for student affairs on a residential campus: programming, housing, intramurals, Greek life, campus security, health center, and discipline.

Qualifications include: a master's degree in student affairs (doctorate preferred) and at least three years of experience in student affairs at a residential liberal arts college. The successful candidate will have a deep understanding of student affairs, a strong commitment to students, and the imagination and creative energy to develop new programs.

Review of applications will begin on March 29, and the search will continue until the position is filled.

Send applications and nominations to: Office of the President, Emory & Henry College, Emory, VA 24327. A completed application includes a letter, c.v., and the names and phone numbers of three references.

AA/EEO



An update from Washington on what's happening in Congress and in the federal agencies that's likely to affect colleges and the people who work in Academic —

every week in The Chronicle.



DEAN OF STUDENTS

University of Wisconsin-River Falls

The University of Wisconsin-River Falls invites nominations and applications for the position of Dean of Students. The Dean of Students is the senior student affairs officer for the University and reports to the Assistant Vice President, Student Affairs. The Dean's office contains Admissions, Records, Career Services, Center for Adult Students, Conferences and Events, Counseling and Testing, Food Service, Office of Minority Affairs, Residence Life, Student Health, Student Activities, University Centers and the Women's Resource Center.

The Position: The Dean of Students is responsible for developing, strengthening, implementing, and evaluating programs and policies that enhance our students' educational, social, cultural and personal development. The Dean works in support of the university's mission of creating and fostering a positive learning environment for students. The Dean works cooperatively with academic units to facilitate comprehensive delivery of services to students to maximize academic success and personal development. The Dean provides leadership for the division's director, and the student conduct officer and serves as an advocate for students. The Dean helps to promote a strong sense of community within the university and represents the university, and in particular Student Affairs, in internal and external groups.

The University: The University of Wisconsin-River Falls is located in scenic western Wisconsin, 30 miles east of the vibrant Twin Cities of St. Paul and Minneapolis, Minnesota. Students may pursue degrees in the colleges of Arts and Sciences, Education and Agriculture. Graduate degrees are also offered in each college. The student population is 5,100. An outstanding student-faculty ratio of 17:1 enhances our strong commitment to quality undergraduate instruction.

Qualifications: A doctorate and five years' experience in student affairs is required. The ideal candidate will have leadership abilities in student affairs; demonstrated ability to work cooperatively with academic affairs units; the ability to build effective relationships with students, faculty and staff; and a commitment to building a diverse campus community.

Application: Position begins July 1, 1992. Deadline for receipt of application materials is April 15, 1992. Complete applications consist of a cover letter, resume, and the names, addresses, and phone numbers of four references. An alphabetical list of all nominees and applicants, without differentiation, may be released following the closing date. Send applications to:

Lisa Reavill, Chair
Dean of Students Search Committee
University of Wisconsin-River Falls
191 Hathorn Hall, River Falls, WI 54922
FAX: (715) 425-4486

The University of Wisconsin-River Falls is committed to achieving diversity in its academic community. Women and minorities are strongly encouraged to apply. AA/EEO



DEAN SCHOOL OF ARCHITECTURE

The University of Miami invites nominations and applications for the position of Dean of the School of Architecture. The University of Miami is a private non-profit research university located in Coral Gables, Florida, with 12,000 full-time students and a faculty of 1,000.

The School of Architecture was established in 1914, and it comprises programs awarding the Bachelor of Architecture, Master of Architecture, and Master of Science in Architecture. The School has a distinguished faculty of 24 full-time and numerous adjunct part-time members.

The University seeks an individual who has the academic credentials and professional accomplishments that merit appointment to a tenured full professor, who has demonstrated administrative experience, and who has the leadership qualities necessary for the development and maintenance of strong academic programs in architecture. The Dean reports to the Executive Vice President and Provost. Appointment will begin immediately, and the search will continue until an appointment is made.

Applications must include: a complete resume along with names of three to five references. Nominations and applications should be forwarded to:

Dr. John T. Masterson
Chair, Search Committee
University of Miami
Office of the Provost
P.O. Box 248033
Coral Gables, Florida 33124-4628

The University of Miami is an Equal Opportunity, Affirmative Action employer and specifically invites and encourages applications from women and minorities.

Research/Plant Pathology Research Assistant: Research Assistant. Position available to assist in the study of plant diseases caused by fungi, bacteria, and viruses. The successful candidate will isolate and identify plant pathogens, and develop artificial disease epidemics. The successful candidate will be expected to teach plant pathology classes related to these areas of research. Minimum qualifications: Ph.D. in Plant Pathology.

Research/Plant Pathology Research Assistant: Research Assistant. Position available to assist in the study of plant diseases caused by fungi, bacteria, and viruses. The successful candidate will isolate and identify plant pathogens, and develop artificial disease epidemics. The successful candidate will be expected to teach plant pathology classes related to these areas of research. Minimum qualifications: Ph.D. in Plant Pathology.

Leadership Opportunities in Central California



ASSOCIATE DEAN OF INSTRUCTION

Business Division

DUTIES: Establishes and maintains business and community relationships which will benefit instruction; provides leadership in articulation with high schools and universities.

MINIMUM STANDARDS: Includes a MBA degree or a master's degree in business or a related area.

THE DIVISION: The division offers twenty-one majors with a quality oriented staff of 28 full-time and approximately 60 part-time faculty members.

ASSOCIATE DEAN OF INSTRUCTION

Technical-Industrial Division

DUTIES: Recommends to the dean of instruction schedules of teaching assignments. Serves in a liaison capacity between the faculty of the division and the administration; promotes, organizes, coordinates and develops division programs.

MINIMUM STANDARDS: Include a master's degree in any occupational or technical area or a bachelor's degree in Education.

THE DIVISION: The division offers twenty-one majors with a quality oriented staff of 28 full-time and approximately 60 part-time faculty members.

Starting Date: 7/1/92 **Filing Deadline:** 3/30/92

To find out how you can become a member of the State Center Community College District team, contact the Personnel Office at 1525 S. Weldon, Fresno, CA 93704, or call them at (805) 226-0720.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

DEAN OF FINE ARTS/PHYSICAL EDUCATION AND DEAN OF LANGUAGES DIVISIONS

Brookhaven College, Dallas, Texas

Brookhaven College, part of the seven-college Dallas County Community College District, is seeking experienced educators for the two dean positions listed above. Brookhaven is a 200-acre, 10-building campus, with an enrollment of approximately 8,500 credit students and 9,000 continuing education students. This multi-cultural campus is located in Farmers Branch, a north-west suburb of Dallas.

Responsibilities of both administrative positions include: overall planning, staffing, budgeting, supervision of full-time/part-time personnel, supervision/coordination of divisional instructional programs, participation in the selection of faculty, coordination of semester course offerings, and instruction of classes in a division discipline. The Dean of Languages has an additional responsibility for coordinating international studies.

Dean of Fine Arts/Physical Education requirements: Master's degree in fine arts or physical education, four years of college teaching and/or administrative experience or a combination of both, demonstrated teaching competency in one of the disciplines offered by the Division; art, music, theatre, dance, humanities, visual communications, and physical education; ability to utilize computer technology, and excellent organizational, management, and interpersonal skills.

Dean of Languages requirements: Master's degree in a foreign language, ESL, linguistics, or a related field; four years of college teaching and/or administrative experience or a combination of both, demonstrated teaching competency in one of the disciplines offered by the Division; a foreign language or ESL; ability to utilize computer technology, and excellent organizational, management, and interpersonal skills.

For application, please forward a resume to: Ms. Anne Brophy, Administrative Offices, Brookhaven College, 3939 Valley View Lane, Farmers Branch, TX 75244-4997. A DCCCED application will be sent to applicants for completion and return. All application materials must be received by the deadline date: March 27, 1992.

EOE/DAA Employer

Research/Plant Pathology Research Assistant: Research Assistant. Position available to assist in the study of plant diseases caused by fungi, bacteria, and viruses. The successful candidate will isolate and identify plant pathogens, and develop artificial disease epidemics. The successful candidate will be expected to teach plant pathology classes related to these areas of research. Minimum qualifications: Ph.D. in Plant Pathology.

Research/Plant Pathology Research Assistant: Research Assistant. Position available to assist in the study of plant diseases caused by fungi, bacteria, and viruses. The successful candidate will isolate and identify plant pathogens, and develop artificial disease epidemics. The successful candidate will be expected to teach plant pathology classes related to these areas of research. Minimum qualifications: Ph.D. in Plant Pathology.

ASSOCIATE DEAN FOR ACADEMIC AFFAIRS

Research College of Nursing

Research College of Nursing invites applications and nominations for the position of Associate Dean for Academic Affairs. The position will be available on August 17, 1992. The Associate Dean reports to the President/Dean of the College and is responsible for the internal affairs of faculty and curriculum.

The College of Nursing has a full-time faculty of 31 and an enrollment of 260 students. There are three options in the baccalaureate program: the baccalaureate degree for students with degrees in other fields, and the RN completion for students who are registered nurses. The Bachelor of Science in Nursing is offered in partnership with Rockland College.

Candidates must possess a Master's Degree in Nursing, current licensure in the State of Missouri, an earned Doctorate in Nursing or a related field. Three years or more of successful college administrative experience, knowledge of curriculum development in nursing and higher education, five to ten years of teaching at the baccalaureate level, evidence of scholarly activity, and a commitment to the goals of professional nursing education.

Please send a letter of application including goals for nursing education and previous experience which support the ability to meet the responsibilities of the position. Attach a curriculum vitae and the names of three references who may be contacted. Materials are to be submitted to:

Dr. Norma Lewis
Chair, Search Committee
Research College of Nursing
2316 East Meyer Boulevard
Kansas City, Missouri 64132

Application deadline: April 15, 1992 or until the position is filled.

EOE.



An update from Washington on what's happening in Congress and in the federal agencies that's likely to affect colleges and the people who work in Academic —

every week in The Chronicle.

DEAN

COLLEGE OF MEDICINE

Applications and nominations are invited for the position of Dean, College of Medicine for the Charles R. Drew University of Medicine and Science.

THE POSITION: Reporting directly to the President of the University, the Dean plans, directs, and promotes the activities of the College of Medicine in accordance with established policies, goals, and objectives. Responsible for the development of policies and goals in relationship to University operations, personnel, performance, and growth.

QUALIFICATIONS:

- Must be a licensed physician (M.D.);
- A record of distinguished university teaching, scholarly research, or achievement that would merit appointment as a full professor;
- Successful academic administrative experience, including resource management, establishing educational priorities, and articulating a vision for medical education in relationship to the mission of the University;
- Demonstrated leadership qualities.

THE UNIVERSITY: The Charles R. Drew University, one of only four Black medical schools in the nation, interprets its mission in a unique approach of academic models and community programs that address the medical, social, and economic needs of underserved populations.

APPLICATION: Applications should include a complete resume; letter of application; and names, addresses, and telephone numbers of five references. Nominations and applications should be sent to:

Russell Reynold Associates, Inc.
c/o Stu Fisher
333 S. Grand Avenue, Suite 4200
Los Angeles, CA 90071
FAX (213) 620-1643

Applications will be accepted through April 15, 1992.
Expected appointment date is July 1, 1992.

CHARLES R. DREW UNIVERSITY OF MEDICINE
IS AN
AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER



DEAN OF HUXLEY COLLEGE OF ENVIRONMENTAL STUDIES Western Washington University

Huxley College of Environmental Studies seeks a Dean to represent the faculty and administer the undergraduate and Master's programs. The Dean reports to the President and is the general administrative officer responsible for all programs in the College, including academic affairs, research, budget, and related student activities.

Huxley College, founded in 1968, has an interdisciplinary approach supported by courses in marine, freshwater and terrestrial ecology; environmental chemistry; environmental policy and decision-making; social impact assessment; outdoor and experiential education; and environmental journalism. Research facilities supporting the dean include Western Studies, and Environmental Toxicology and Chemistry. Most of Huxley's courses are at the junior, senior and graduate levels.

Undergraduate environmental studies at Huxley center on four academic majors: environmental science, environmental policy and assessment, environmental education, and environmental studies. The M.S. degree in Environmental Science offers instruction in seven specialties. Cooperative programs include Biology, Chemistry, Economics, Journalism and an M.Ed. in Environmental Education and an M.A. in Political Science/Environmental Studies. At present, there are 14 faculty, 23 affiliated faculty, approximately 400 undergraduate majors, and 50 Master's students.

Western Washington University has 9,500 students in six colleges, with graduate programs at the Master's level. Bellingham is located between Seattle and Vancouver, B.C., on Puget Sound.

Candidates should have the Ph.D. degree, experience with multi-disciplinary programs, an academic record that would qualify for appointment at the rank of tenured full professor, and relevant administrative experience. Salary competitive. Nominations welcome. Application materials should include a letter describing the candidate's administrative experience and academic interests, a curriculum vitae, and letters of reference for names and addresses from at least four persons evaluating the candidate's qualifications and background for the position. These should be mailed to Prof. Kenneth Hoover, Chair, Dean of Huxley College Search Committee, Dept. of Political Science, Aronson Hall 415, MS 9002, Western Washington University, Bellingham, WA 98225. Fax number: 360-647-7799. Consideration of applications will begin on March 22, 1992, and will continue until candidates have been identified. Western Washington University is strongly committed to the principle of diversity. Therefore, we are interested in receiving applications from a broad spectrum of candidates, including women, members of ethnic and racial minorities, and persons with a disability.

to diversity and community development, and use of a liaison to other campus offices. Must have a sensitivity to multicultural issues and support the creation of a diverse environment. This is a position of a 10-month live-in position providing family living quarters, meals, telephone, and a minimum starting salary of \$30,000. The position is a full-time position with a minimum of 12 months live-in with family living quarters. Salary: \$16,900. Complex Director (anticipated): Summer 1992. Consideration of applications will begin on March 22, 1992, and will continue until candidates have been identified. Western Washington University is strongly committed to the principle of diversity. Therefore, we are interested in receiving applications from a broad spectrum of candidates, including women, members of ethnic and racial minorities, and persons with a disability.

Residence Life: The University of Denver Department of Residence Life manages the following position: The University of Denver is seeking a private liberal arts university located at the base of the Rockies. The Department of Residence Life is committed

DEAN College of Liberal Arts UNIVERSITY OF ALASKA FAIRBANKS

The University of Alaska Fairbanks (UAF), a land-grant college and university, is seeking a candidate for the position of Dean of the College of Liberal Arts. The College of Liberal Arts is the largest college in the University, currently serving 1,000 undergraduate and graduate students in majors offered by the 156 full-time and 59 part-time faculty members housed in 18 departments within the College. The College offers Baccalaureate and Master's programs in traditional disciplines of study; degrees emphasizing international and multicultural studies, and Ph.D. degrees in Anthropology and Mathematics. KUAC, TV/FM and the Alaska Native Language Center are housed in the College of Liberal Arts. The College delivers a majority of the courses which service a recently implemented core curriculum.

UAF is located in Fairbanks, a community of over 72,000 that was recently ranked fourth best small city in the nation. Being the second largest population center in the State, Fairbanks offers significant cultural, artistic, and recreational opportunities not often available in a community of its size. Fairbanks' geographic location provides its inhabitants with opportunities to participate actively in many international ventures.

The Dean is responsible for personnel matters, budgetary administration, and for academic planning of the College and is expected to support and promote the programs of the College in interaction with other internal and external constituencies. The Dean facilitates the development and enhancement of quality teaching, scholarly/creative activity, and service within the College.

Candidates for the position should have the following qualifications:

- An earned terminal degree in the humanities, mathematical sciences, performing and fine arts, or social sciences.
- A record of progressively responsible academic administration which includes a history of successful budgetary and fiscal administration.
- Have attained the tenure rank of Professor.
- A record of excellence in teaching, research/creative activity, and service.

- A demonstrated commitment to supporting and retaining quality faculty, staff, and students.
- A demonstrated commitment to faculty, staff, and student participation in university governance.
- Strong interpersonal and communications skills.
- Experience working with private and public external constituencies.
- A desire to experiment with non-traditional educational opportunities.
- Experience in multicultural environments.

Please send a curriculum vitae; a statement of interest and educational philosophy; and names, addresses, and phone numbers of five references to:

Dr. Paul B. Reichardt, Chair
College of Liberal Arts Dean Search Committee
College of Natural Sciences
Room 465 Duckert Building
The University of Alaska Fairbanks
Fairbanks, Alaska 99775-1240
Phone: (907) 474-1941
Fax: (907) 474-5101

Application screening will begin 25 March 1992 and will continue until the position is filled. The positions will be available 1 July 1992 or as soon thereafter as the successful candidate may begin.

The University of Alaska is an EEO/AAE Employer and Educational Institution.

ASSOCIATE DEAN FOR STUDENT AFFAIRS School of Business Administration (SBA) California State University, Sacramento (CSUS)

Reporting to the Dean, the Associate Dean is responsible for a broad range of academic programs and administration of student programs (i.e., advising, internships, recruitment, etc.).

Qualifications: An appropriate doctorate degree, with preference given to candidates holding a terminal business degree, and evidence of demonstrated administrative skills, academic leadership, and effectiveness with students in a diverse environment. Salary will be commensurate with experience and qualifications.

Application deadline is April 15, 1992. Send application letter, current resume, 3 recent letters of recommendation, and transcripts of highest degree earned to: ADA Search Committee, School of Business Administration, California State University, Sacramento, Sacramento, CA 95819-6088.

CSUS is an affirmative action/equal opportunity employer and has a strong institutional commitment to the principle of diversity in all areas. In that spirit, we are particularly interested in receiving applications from a broad spectrum of qualified people, especially underrepresented ethnic minorities, women, disabled individuals, and Vietnam area veterans who are representative of the diversity in California. CSUS hires only those individuals who are lawfully authorized to accept employment in the United States.

Residence Life: Residence Hall Directors, University of Wisconsin - River Falls. Consulting, supervising, and administrative duties to maintain an environment conducive to a successful group living experience. Live-in positions in no larger than 300-bed dorms. Quarters for couples and single students. Bachelor's degree and prior residence hall living experience required. Master's Degree desirable. Salary range is \$18,000 - \$25,000 monthly plus apartment and meals. August 12, 1992, starting date. Application deadline: April 15, 1992. UW-RF is committed to achieving diversity in its academic community. Women and minorities are strongly encouraged to apply. Send resume and references to: Terry L. Wilson, Associate Director of Residence Life, University of Wisconsin - River Falls, River Falls, Wisconsin 54222. Indicate if extending Offer of Employment. Advertisers are responsible for the accuracy of all information and applications, without obligation, may be released following the closing date.

DEAN OF FACULTY SOUTHWESTERN COLLEGE

Southwestern College in Winfield, Kansas, a private liberal arts college of 750 students founded in 1885, invites applications and nominations for the position of Dean of Faculty.

The Dean of Faculty is the senior academic administrator of the college, reports to the president, and is responsible for undergraduate degree programs in six divisions as well as graduate degree programs. The dean's principal duties are academic policy and related faculty personnel matters.

A candidate for the position of dean of faculty should possess a commitment to academic excellence, a record of effective teaching and leadership in college governance, a responsiveness to the concerns of the faculty and high academic credentials, ideally a Ph.D.

A candidate should also understand Total Quality Management and its application to academic governance, and should be capable of facilitating relationships with area business, industries, health care institutions, and elementary and secondary schools.

Southwestern College is related by covenant to the Kansas West Conference of the United Methodist Church. The dean of faculty assumes a supportive role in the realization of a liberal arts education in this church-related environment.

Southwestern's diverse student body includes both traditional and non-traditional learners; approximately half are resident students. There are 48 full-time faculty members; the current endowment is over \$20 million. The college is fully accredited by the recognized regional and national agencies.

This position is available July 1, 1992, but could be filled at a date mutually agreed upon by the college and successful candidate. Interested persons should send a letter of application together with a curriculum vitae and three current letters of reference to: Office of the President, Southwestern College, 100 College Street, Winfield, Kansas 67156-2499. Applications will be screened beginning April 1, 1992; the process will continue until the position is filled. AA/EEOE.



YALE UNIVERSITY The Graduate School

ASSOCIATE DEAN FOR THE NATURAL SCIENCES

The Yale Graduate School invites applications for the position of Associate Dean to begin on July 1, 1992. This individual will be responsible for overseeing Graduate School policies in 25 science departments and the Faculty of Arts and Sciences. The duties normally performed by the Associate Dean include monitoring the implementation of academic policies of the Graduate School, supervision of graduate admissions, supervision of financial aid, advising students, and monitoring their academic progress.

A Ph.D. or equivalent and at least three years' experience in teaching or administration at the university level is required. The term of appointment is 3 years and is renewable. The level of salary will be commensurate with experience.

Applications should include a curriculum vitae and should be supported by three letters of recommendation from individuals who are familiar with the applicant's qualifications for the position. The deadline for applications is April 6, 1992. All documents should be sent to:

Search Committee
Graduate School
Yale University
Box 1504A Yale Station
New Haven, CT 06520-7425

Yale University is an Affirmative Action, Equal Opportunity Employer.

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There's nothing in all of Academic to compare with The Chronicle's "Bulletin Board" pages:

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- * Your ad will be properly positioned or indexed—convenient for our readers and effective for you.

For more information,
please call (202) 466-1055

WEST GEORGIA COLLEGE Vice President and Dean of Faculties

West Georgia College invites applications and nominations for the position of Vice President and Dean of Faculties.

The Vice President and Dean of Faculties is the chief academic officer and advisor to the President with administrative responsibility for coordinating all academic programs, research and service activities of the College. The Vice President and Dean of Faculties is the ranking College official who acts in the absence of the President.

West Georgia College has a student enrollment of approximately 7,300 (2,400 of whom are graduate students), employs a full-time faculty of 263, and offers a variety of undergraduate programs in the School of Arts and Sciences, Business, and Education. The Graduate School offers an array of programs for the master and specialist degrees as well as a cooperative Ed.D. degree with the University of Georgia.

West Georgia College, a comprehensive senior college of the University System of Georgia, is located in Carrollton, a pleasant community of approximately 20,000 residents about 50 miles west of Atlanta. Carrollton has very good schools, extensive recreational facilities, and an economy balanced by industry, higher education, and retailing.

Candidates for the position must have an earned doctorate or appropriate terminal degree; extensive full-time college teaching, research, and administrative experience in progressively responsible positions; scholarly qualifications sufficient to merit appointment as a professor in one of the institution's academic departments; superior ability in oral and written communication; a strong commitment to academic quality; and effective interpersonal skills.

Salary is competitive and commensurate with qualifications and experience. Position will be open January 1, 1993. Starting date is negotiable.

Candidates should send a resume, official transcripts, a personal letter of interest indicating how their qualifications meet the needs of this position, and the names, addresses, and telephone numbers of three references to the address below. Additionally, candidates should have three letters of reference sent to:

Dr. Jeanette Bernhardt, Chairman
Vice President and Dean Search Committee
P. O. Box 10033
West Georgia College
Carrollton, GA 30118
(404) 436-6452

Review of applications and nominations will begin May 1, 1992.

The names of applicants and nominees, resumes, and other general non-evaluative material are subject to public inspection under the Georgia Open Records Act. West Georgia College is an Affirmative Action, Equal Opportunity Employer, and strongly encourages the application and nomination of women and minorities.

THE UNIVERSITY OF TEXAS AT AUSTIN DEAN COLLEGE OF LIBERAL ARTS

The University of Texas at Austin seeks a qualified individual as Dean of the College of Liberal Arts, effective September 1, 1992. The Dean is expected to provide leadership for the continued development of nationally recognized programs of instruction, research, and public service, and to guide the College in its interactions with external constituencies. The Dean is the chief executive officer of the College, is responsible for the academic and scholarship leadership and administration of the College, and reports to the President of the University.

The Dean must be a dynamic leader who can effectively administer a large and diverse college. In the Fall, 1991, the College enrolled about 10,000 undergraduate and 1,000 graduate students. The College offers 32 undergraduate, 23 master's and 21 Ph.D. degree programs. These programs are administered by 28 academic departments and centers. The faculty numbers over 600.

Candidates for the position should possess the following qualifications:

- An earned doctorate and meets standards for appointment at the rank of professor (with tenure) in an academic department of the College of Liberal Arts
- National recognition for accomplishments in education, research, and professional activities
- Administrative experience at a significant level with leadership, managerial, and communicative skills
- Experience in securing financial support for research and educational purposes and in raising funds in the private sector

The Search Committee will accept applications and nominations until April 1, 1992. After this date, the Committee may request and consider credentials for candidates nominated by responsible sources. Nominations and letters of application, accompanied by a curriculum vitae, references, and other supporting materials, should be mailed to:

Chairman, Liberal Arts Dean Search Committee
Office of the Dean, College of Liberal Arts
The University of Texas at Austin
Austin, Texas 78712

The University of Texas at Austin is an Affirmative Action, Equal Opportunity Employer.

Residence Life: Resident Director: The Resident Director supervises 1-1/2 halls housing 1,500 students, 10-20 Resident Assistants and, in some cases, a graduate student. Other duties include community and student development, supervising, teaching the parasocialization training course, supervising the Resident Assistant degree program. Bachelor's degree preferred. Bachelor's degree and one year of full-time related experience required. Salary range is \$14,000-\$17,000. Contract position, 10-month term. Send resume and references to: Joseph A. Burke, Director of Residence Life, Ohio University, 150 College Hall, Athens, Ohio 45701. An Equal Opportunity Employer.

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Vice Chancellor for Asset Management THE UNIVERSITY OF TEXAS SYSTEM

The University of Texas System invites applications and nominations for the position of Vice Chancellor for Asset Management. This position reports to and is responsible to the Chancellor, and has direct access to the Board of Regents. As a member of the Executive Staff, the position has line responsibility for the conduct of all investments and for the management of the assets of The University of Texas System. The office of Asset Management, Finance, Investments, Endowments and Trusts, and Endowment Real Estate report to and are responsible to the Vice Chancellor for Asset Management. The successful candidate will have overall responsibility for:

- The management of the endowment funds, trusts, endowments and other such funds of the System in such a manner as to maximize the monies available for expenditure in all of the areas of the System.
- Policies on receipt, disposition, and custody of bonds, terms of depositary agreements with banks, and for custody of these securities and otherwise in the custody of the State Treasurer.
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JMU James Madison University Dean of the College of Education and Psychology

James Madison University invites applications and nominations for the position of Dean of the College of Education and Psychology. The College of Education and Psychology is a highly selective, state-supported, comprehensive university with an enrollment of 11,500 students. JMU prides itself on offering an exceptionally fine undergraduate curriculum emphasizing liberal learning. The University has also developed graduate programs which complement the undergraduate curricula.

Like the other four colleges at James Madison University, the College of Education and Psychology is committed to innovation. Examples are its projected "Classroom of the 21st Century," an experiment in connecting pedagogy to technology, and such outreach efforts as the Human Development Center, which provides health and educational services to the community.

The Dean of Education and Psychology administers teacher education and human service programs resulting in undergraduate, Master's and Ed.S. degrees. The Dean is responsible for long-range planning, program development, budgets, and external relations. The person selected will be expected to lead the development of the state's largest teacher education program as well as programs in theoretical and applied psychology.

Applicants must have an earned doctorate in education, psychology, or a related discipline and a strong record of teaching, research, and service as well as extensive administrative experience.

Nominations or letters of application, the latter with a resume and the names and telephone numbers of three references, should be sent to Dean Jack Armstrong, Chair, Dean of College of Education and Psychology Search Committee, Maury 104, James Madison University, Harrisonburg, VA 22807.

Screening of the applicants will begin on 27 March 1992, and will continue until a suitable applicant is found. The preferred starting date for this position is 1 July 1992.

James Madison University is an Affirmative Action, Equal Opportunity Employer and especially encourages applications from minorities and women.

The University of Illinois at Chicago College of Pharmacy VICE DEAN FOR ACADEMIC AFFAIRS

The University of Illinois at Chicago College of Pharmacy invites applications and nominations for the position of Vice Dean for Academic Affairs. This is a senior level administrative position and the College seeks an individual with demonstrated leadership ability, a record of excellence in intellectual and academic performance, significant administrative experience in higher education and a personal commitment to pharmacy education and research. The Vice Dean for Academic Affairs is the chief academic officer reporting to the Dean of the College and has the responsibility for creating and sustaining an environment of academic excellence and providing leadership for academic planning, development and assessment of the Doctor of Pharmacy curriculum, teaching performance evaluation and professional continuing education. The Vice Dean will serve the College as chief administrative officer in the absence of the Dean.

The successful candidate will have a doctoral degree and a record of scholarly achievement required for a tenure appointment at the rank of full professor. Preference will be given to candidates with a degree in pharmacy. Superior managerial, analytical, communication, and interpersonal skills; high ethical standards, and a commitment to multicultural diversity are desired qualities. The Vice Dean for Academic Affairs must have an understanding of and commitment to the mission and goals of this institution and the ability to work across academic disciplines in support of improving curriculum, teaching performance, learning, and assessment. The anticipated starting date is August 1, 1992.

Interested individuals should submit a letter of application together with a curriculum vitae and the names, addresses, and telephone numbers of three references no later than May 8, 1992, to:

John C. Russell, Ph.D., Chair
Vice Dean Search Committee
University of Illinois at Chicago, Rm 184
833 South Wood Street (M/C 874)
Chicago, Illinois 60612



Vice Chancellor for Student Affairs Minnesota State University System

The Minnesota State University System, Office of the Chancellor, invites applications and nominations for the position of Vice Chancellor for Student Affairs who serves the Chancellor, the Board, and the seven universities by providing leadership in the areas of student affairs and cultural diversity.

The System is made up of seven universities located in Bemidji, Mankato, Marshall, Southwest State, Minneapolis-St. Paul (Metropolitan State), Moorhead, St. Cloud and Winona, as well as a campus in Japan. Current enrollment is over 63,000. The Chancellor serves as the chief executive officer of the System; a nine-member board appointed by the Governor sets policy for the seven universities.

Responsibilities: Develop, coordinate and facilitate student affairs and cultural diversity policies and programming; provide leadership to the university student affairs vice presidents and the minority service directors; design, develop and analyze financial aid policies and represent System on financial aid issues; serve as liaison and resource to the statewide student associations; coordinate special System projects in such areas as diversity, recruitment and retention, scholarships, admissions, drug and alcohol education, career placement and counseling, and international students; assist the universities with incorporating total quality management principles; collaborate with academic and fiscal affairs offices on a broad range of support services issues; identify opportunities for public/private partnerships to enhance cultural diversity and student affairs programming.

Qualifications: The successful candidate must have, at a minimum, a master's degree in a relevant field; a doctorate is preferred; five to eight years progressively responsible student affairs experience in a college or university setting, including experience in diversity programming; at least three years' experience in financial aid or the ability to demonstrate a thorough understanding of financial aid policies and issues and their impact on students and the university; understanding of system-level administration and system-university relationships; ability to integrate academic and fiscal support services into student affairs; experience in a multi-campus, public system preferred; thorough knowledge of recent trends and developmental areas in higher education; and ability to analyze, develop, and present policy options.

Nominations for the position are encouraged. Interested applicants should submit letter of application, résumé and the names and telephone numbers of three references. Letters of reference are NOT requested at this time. Review of applications will begin April 1, 1992. Starting date is July 1, 1992 or as soon as possible thereafter. Send applications, nominations or inquiries to:

Sharon K. Miller, Director of Public Information

Minnesota State University System

555 Park Street, Suite 300

St. Paul, MN 55103

612-296-4404

Women and people of color are encouraged to apply.
The Minnesota State University System is an equal opportunity, affirmative action employer.

Christian Brothers University PROVOST/ACADEMIC VICE PRESIDENT

The Provost/Academic Vice President will be a new position at Christian Brothers University. This official will have responsibility for management of the daily affairs of the campus and direct responsibility for all academic areas. Other administrative divisions on campus will report directly to this person, who will report to the President of the university.

Christian Brothers University is a private, Catholic, coeducational, comprehensive II institution with an enrollment of 1,700 which includes traditional undergraduate programs, an accelerated undergraduate Evening Program for adults, and graduate programs in Business, Telecommunications & Information Systems, Engineering Management, and Education.

Qualifications: Candidates are expected to have completed either an academic Ph.D. or an administrative Ed.D. and have had significant experience in broad and depth in higher education. An understanding of and commitment to the mission of Catholic and LaSalle (Christian Brothers) education are essential.

Salary: Competitive

Documentation: Send a letter of interest, a detailed resume, and the names, addresses, and telephone numbers of three references:

Personnel Office
Christian Brothers University
650 East Parkway South
Memphis, TN 38104



Deadline for receipt of materials is April 1, 1992. Position to be filled July 1, 1992, or as soon thereafter as possible.

Christian Brothers University is an equal opportunity employer.

Residence Life Assistant Director/Residence Director: Professionals and paraprofessionals are expected to create and maintain residence life environments conducive to personal growth and academic achievement of students. Specific responsibilities include: recruitment, selection, training, supervision, and evaluation of staff; development of residence life policies and procedures; coordination of services and activities in three to four halls housing 450-950 students. Residence life is a professional position. Responsibilities include: supervision and development of graduate level resident directors and resident assistants; community development; coordination of residence life programming; facility management; involvement in programming and policy development; and working closely with experienced Student Affairs staff members in this role.

Liberal Arts, Good College: Since is committed to the development of a culturally diverse community. We encourage the application of professionals committed to such a community. Contact Nancy DeLeonville, Director of Residence Life, Good College, Louisville, New York 12211-1442; phone (518) 783-2128. Will interview at NASFA, Affirmative Action, Equal Opportunity Employer.

ASSISTANT VICE CHANCELLOR FOR ACADEMIC AFFAIRS

The University of Tennessee at Martin is one of four primary campuses of The University of Tennessee. It is located approximately 100 miles north of Memphis and 145 miles west of Nashville. The campus has a combined graduate and undergraduate enrollment of 5,484. The emphasis of the campus is on excellence in undergraduate instruction. We seek candidates who can demonstrate a similar commitment.

The University of Tennessee at Martin invites applications and nominations for the position of Assistant Vice Chancellor for Academic Affairs. The Assistant Vice Chancellor reports directly to the Vice Chancellor for Academic Affairs.

- Qualifications:**
- Earned doctorate
 - Record of leadership and ability to work with faculty and other administrators in accomplishing complex tasks
 - Experience with the preparation, monitoring, and management of academic units and support programs
 - Excellent oral and written communication skills
 - Experience in university academic administration and budget management
 - Academic credentials which support a tenure-track faculty appointment
 - Record of successful university-level teaching and scholarly achievement
 - Appreciation of the roles of faculty, students, and staff in university governance

Applications must include:

- Letter of interest
- Current résumé
- Names, addresses, and telephone numbers of five references

Review of applications will begin March 18, 1992, and continue until an appointment is recommended.

Desirable starting date: July 1, 1992.
Nominations and applications should be sent to:
Mr. Phillip J. Miller, Chair
Search Committee for Assistant Vice Chancellor for Academic Affairs
The University of Tennessee at Martin
327 Administration Building
Martin, TN 38238

The University of Tennessee at Martin is an EEO/AA/Title IX/Section 504/ADA Employer. We are particularly interested in evaluating nominations of and applications from women and minority candidates.

Baldwin Wallace College BEREA, OHIO 44017

VICE PRESIDENT FOR STUDENT AFFAIRS AND/OR DEAN OF STUDENTS

The Vice President for Student Affairs and/or Dean of Students provides creative leadership for policy development and implementation in relation to all aspects of student life at the college. As a member of the President's Cabinet, he or she is an important participant in college-wide decision-making, and reports directly to the President. This person is responsible to supervise and lead the staff and programs for residence halls, student activities and organizations, the College Union, Health Center, counseling, and overall student development activities for both residential and commuting students. The position is available July 1, 1992.

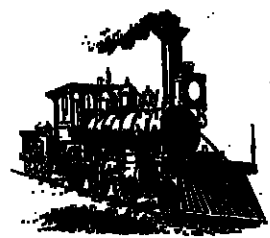
Qualifications should include proven leadership ability in student development in a college environment, and commitment to the mission of a quality liberal arts college. The successful candidate should be able to interact positively with students, faculty, and staff and demonstrate thoughtful concern for the leadership and growth of students, and improvement of the quality of student life. An earned doctorate is preferred.

Baldwin-Wallace is a comprehensive college of 4,600 students located in a suburb of Cleveland. The College has a strong financial base, stable enrollment, and diverse education programs for both traditional and non-traditional age-group learners.

Nominations and applications, including a résumé and list of professional references, will be reviewed beginning March 20, 1992. These materials should be sent to:

Dr. Neal Mallick
President
Baldwin-Wallace College
275 Eastwood Road
Berea, Ohio 44017

Baldwin-Wallace College is an Equal Opportunity,
Affirmative Action Employer.



Coverage of breaking news that affects higher education—from state capitals, academic conferences, and campuses throughout the country and the world—

every week in The Chronicle.

California State University, Hayward VICE PRESIDENT ADMINISTRATION and BUSINESS AFFAIRS

California State University, Hayward invites applications and nominations for the position of Vice President, Administration and Business Affairs.

The University, enrolling 13,000 students, was established in 1957 and is one of the 20 universities of The California State University system. The University, with its main campus in the hills above Hayward overlooking the San Francisco Bay, serves a large metropolitan area and a culturally diverse population.

The Vice President, Administration and Business Affairs reports directly to the President and is responsible for general supervision of the fiscal affairs of the University and their related support functions; preparation of the University budget and allocation of resources; non-academic personnel administration; employee relations; campus physical planning and development; operations of the physical plant; environmental health and safety; and emergency operations.

As one of three vice presidents, the Vice President, Administration and Business Affairs is a member of the Executive Staff of the University and plays a key role in the development of University policy; represents and acts for the President on matters of established policy within the University and The California State University system; and accepts specific delegations and assignments requiring coordination at senior administrative levels.

Qualifications include relevant senior level experience in university administration and financial management; demonstrated ability to work cooperatively with various constituencies; education and training appropriate to a senior administrative position; doctorate or equivalent training and experience, desirable. Salary is commensurate with experience and qualifications.

The selection process in planned for completion in the summer of 1992. Screening will begin on March 23, 1992. Please direct inquiries, nominations, or letters of application to:

Chair, Search Committee for the
Vice President, Administration and Business Affairs
c/o Office of the President
California State University, Hayward
Hayward, CA 94542-3001

AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER



AQUINAS COLLEGE VICE PRESIDENT FOR DEVELOPMENT

Aquinas College invites applications and nominations for the position of vice president for development.

This position serves as the principal fund raiser for the College. The successful candidate will identify, cultivate, and solicit the College's major donor prospects, and provide leadership in an expanded and multi-faceted external relations program which includes annual fund, corporate support, alumni relations, foundation support, planned giving, endowment, and capital campaign efforts.

The vice president for development works closely with the president, board of trustees members, and other leaders in enhancing the image of the institution and in engaging in activities that will identify and nurture donor prospects.

The mission of Aquinas College is to provide a liberal arts education with a career orientation in a Catholic Christian context to all students capable of profiting from such an education regardless of their sex, age, religion, ethnicity, or race. Aquinas was a pioneer in the field of continuing education for adults and enjoys a flourishing adult population as well as a traditional student body of 1,100 and two master's programs. Founded by the Dominican Sisters of Grand Rapids, Aquinas is well known for its hospitality to differences and its emphasis on service learning.

Located in the heart of west Michigan, 35 miles from Lake Michigan, Grand Rapids has a metropolitan population of 650,000+ and has twice won designation as an All-American City. Aquinas College is located on a wooded 100+ acre campus within the city limits.

Nominations and applications must be received by March 18, 1992. Appointment is effective July 1, 1992.

Send résumé and letter of application to:

Chair, Vice Presidential Search Committee
Aquinas College
1607 Robinson Road, S.E.
Grand Rapids, MI 49506

view for AD and RD position will take place at OSU/KOSH and SACSA. Southern University is an open request.

Residence Life Assistant Director of Residential Life: This position is responsible for the day-to-day management of the residence life program in a residence hall complex housing 400-600 students. Supervision of staff, including graduate and undergraduate assistants, is a key responsibility. The position also involves the development and implementation of residence life policies and procedures, and the coordination of services and activities in the residence hall. The position is available July 1, 1992.

Residence Life Assistant Director of Residential Life: This position is responsible for the day-to-day management of the residence life program in a residence hall complex housing 400-600 students. Supervision of staff, including graduate and undergraduate assistants, is a key responsibility. The position also involves the development and implementation of residence life policies and procedures, and the coordination of services and activities in the residence hall. The position is available July 1, 1992.

VICE PRESIDENT Student Development Services CYPRESS COLLEGE

North Orange County Community College District

Cypress College, a comprehensive community college, is located in the northwest part of Orange County, where light industry is actively developing. The college is a member of the Orange County Community College District. The college consists of twelve major instructional buildings on a 110-acre campus. The distinctive architecture and aesthetically pleasing grounds combine to make an impressive campus setting.

Responsibilities: As chief student development officer, the Vice President, under the direction of the Cypress College President, is responsible for the overall administration of Cypress College's student development services and staff including Admissions and Records, Career Center, Counseling, DSPS Programs, ROTC, Financial Aid, Health Services, Job Placement, Matriculation Services, School Relations and Articulation, Student Activities, and Veterans' Services.

Qualifications: Master's Degree from an accredited institution. Successful leadership or counseling experience, preferably at the community college level. Successful administrative experience in postsecondary education, preferably at the community college level. Successful experience in a multi-campus environment and in responding to the needs of both traditional and non-traditional students.

Salary: Salary Range \$61,600-\$79,425 plus an additional \$1,600 for an earned doctorate from an accredited institution. Generous fringe benefits including medical insurance.

Starting Date: As soon as possible.

Application Procedures: Reference Job Number #CEM-835 in all correspondence. Request an application form. Only complete applications will be considered.

Office of Human Resources
North Orange County Community College District
1000 North Lemoine Street, Fullerton, CA 92632-1318
FAX: (714) 738-7883 • PHONE: (714) 871-4030

A complete application consists of district application form, letter of interest, a current and complete résumé outlining educational, professional, and personal background, one page statement of your philosophy of student development services, and transcripts of all college courses and degrees (may be unofficial).

Those applicants selected for final consideration will be contacted for an interview. The deadline date for all application materials is 5:00 p.m., Thursday, April 16, 1992. Materials received after the deadline may not be considered.

The North Orange County Community College District is an equal opportunity employer.

ASSOCIATE EXECUTIVE DIRECTOR

The Office of Scientific and Engineering Personnel (OSEP) of the National Research Council (NRC) is seeking applicants with strong administrative experience for the position of Associate Executive Director. Will function as OSEP's chief operating officer, with particular responsibilities for oversight and quality control of OSEP's predoctoral, doctoral, and postdoctoral awards program. Additional responsibilities will include representing the office with senior level staff within the NRC as well as at funding agencies and throughout the scientific community. Act for the Executive Director in his absence.

OSEP is one of the NRC's eleven major operating units. OSEP administers programs that: (1) annually process approximately 28,000 applications and award approximately 1,200 predoctoral fellowships and 350 postdoctoral research associateships at participating federal laboratories; (2) survey annually approximately 27,000 new Ph.D.s in science, engineering, humanities, and education, who receive their degrees from U.S. universities; (3) conduct a follow-up survey biennially of about 47,000 doctorate-holders with degrees in the science, engineering, and humanities fields; and (4) undertake special studies of issues such as the quality of doctorate-granting departments, labor market conditions for engineers, and losses of potential scientists and engineers from the educational pipeline. Activities are undertaken by a staff of approximately 70.

Candidates should possess a MS/MBA and 10 or more years' experience in science and engineering administration and management. Familiarity with information technologies and background in the science policy arena is highly desirable.

The NRC offers an excellent salary and benefits program including paid relocation. Starting salary commensurate with qualifications. Interested applicants should submit a confidential response to (CD), NRC/OSEP, 2101 Constitution Avenue, N.W., Washington, D.C. 20418. EOE

NATIONAL RESEARCH COUNCIL

Residence Life Assistant Director: This position is responsible for the day-to-day management of the residence life program in a residence hall complex housing 400-600 students. Supervision of staff, including graduate and undergraduate assistants, is a key responsibility. The position also involves the development and implementation of residence life policies and procedures, and the coordination of services and activities in the residence hall. The position is available July 1, 1992.

Residence Life Assistant Director: This position is responsible for the day-to-day management of the residence life program in a residence hall complex housing 400-600 students. Supervision of staff, including graduate and undergraduate assistants, is a key responsibility. The position also involves the development and implementation of residence life policies and procedures, and the coordination of services and activities in the residence hall. The position is available July 1, 1992.

ASSOCIATE PROVOST Roosevelt University

Roosevelt University invites applications and nominations for the position of Associate Provost. The Associate Provost is the chief officer in the student service sector of the University and is responsible for extending Roosevelt University's commitment to excellence in three broad service areas—enrollment management, learning support services, and student life.

The Associate Provost will provide creative and effective leadership of a team of student service professionals—headed by two deans (Admissions and Learning Support Services) and the Director of Student Life—charged with improving and enhancing the quality of life on campus and promoting student learning in both in-class and out-of-class experiences. The Associate Provost reports directly to the Provost and is a member of the President's Administrative Council.

The successful candidate should possess an earned doctorate and a record of administrative and management experience in student services, with particular strengths and expertise in the following areas:

- enrollment building, particularly in local, regional, and international markets;
- enhancement of a student-oriented professional environment which supports the overall educational experience of students;
- promotion of effective communication and cooperation among student service offices (admissions, financial aid, registration, records management, scheduling, counseling and career planning, learning support services, and student life), and with the academic areas of the University.

Roosevelt University is an independent metropolitan institution, with the main campus in downtown Chicago and a branch campus in suburban Arlington Heights, Illinois. The University is embarking on a capital campaign—the Roosevelt University Renaissance—which includes plans for significant expansion and development of the branch campus. Five colleges offer bachelor's and master's degrees to over 6,000 full-time and part-time students. This position will be filled by July 1, 1992. Nominations and/or résumés with a list of at least four references should be submitted by April 3 to:

Dr. Robert J. Graham
Provost and Vice President for Academic Affairs
Roosevelt University
430 South Michigan Avenue
Chicago, Illinois 60605

Roosevelt University is an Equal Opportunity, Affirmative Action Employer.

SENIOR VICE PRESIDENT FOR DEVELOPMENT Albany Medical Center Albany, New York

Albany Medical Center, the second largest non-governmental employer in the Capital District, seeks a Senior Vice President for Development. The Senior Vice President will have responsibility for the overall administration and management of development and will serve as a member of the senior administrative staff of the Medical Center, reporting directly to the President and CEO.

Albany Medical Center is composed of the Albany Medical College, the Albany Medical Center Hospital, a 671-bed teaching facility, and the Albany Medical Center Foundation. The College has 300 full-time faculty, over 600 students in its medical and graduate programs, and more than 4,000 alumni.

In its most recent campaign, which had a goal of \$21 million, Albany Medical Center raised \$26 million.

The position is available immediately. Applications and nominations, which will be held in total confidence, should be submitted as soon as possible to:

Dr. John J. Kulise
Managing Vice President
Education Practice
Korn/Ferry International
9401 19th Street, N.W., Suite 1000
Washington, D.C. 20036
Tel: 202/822-9444
Fax: 202/429-4949

Albany Medical Center is an equal opportunity employer and specifically invites applications from women and minority candidates.

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VICE CHANCELLOR University of Wisconsin-River Falls

Nominations and applications are invited for the position of Vice Chancellor. The University of Wisconsin-River Falls, with an enrollment of 5,100 students, was founded in 1874, and is one of thirteen universities in the University of Wisconsin System. Academic programs are offered through the College of Agriculture, the College of Arts and Sciences, the College of Education, the Graduate School (Master's level), and Continuing Education and Extension. The University has a strong tradition of shared governance and short lines of communication among administrators, faculty, staff, and students.

The Vice Chancellor reports to the Chancellor and is the chief academic officer of the university as well as the ranking executive officer in the Chancellor's absence. Responsibilities include but are not limited to: planning, development, coordination and review of all academic programs of the university working directly with deans of colleges and appropriate governance groups; unclassified personnel issues including appointments, promotion, renewals, tenure, and salary increments; budget recommendations including positions and dollar allocations; and serving as a representative of the university within the UW System.

The successful candidate should have an earned doctorate with potential for tenure in an academic department; significant accomplishments in scholarship and teaching; administrative and educational experience in higher education with a minimum of five years' experience at the dean/associate dean level or higher; excellent communication and interpersonal skills; demonstrated commitment to ethnic and gender diversity including affirmative action and equal opportunity; and a commitment to the goals and mission of the university.

The University is located in the beautiful countryside of west central Wisconsin only thirty minutes east of St. Paul/Minneapolis, Minnesota, a metropolitan area with major league sports, professional art, theater and music events as well as available resources for the academic departments. The city of River Falls has a population of 12,000 and combines the advantages of a small community environment, offering a variety of outdoor recreational activities, and the cultural and educational opportunities of a metropolitan area.

Applications must consist of a letter of application, curriculum vitae and references, address and telephone numbers of five references. Deadline date for applications: April 22, 1992.

Dr. Connie Foster, Chair
Vice Chancellor Search and Screen Committee
University of Wisconsin-River Falls
River Falls, Wisconsin 54922
1/715-425-3574

An alphabetical list of all nominees and applicants, without differentiation, may be released following the closing date.

THE UNIVERSITY OF WISCONSIN-RIVER FALLS IS COMMITTED TO ACHIEVING DIVERSITY IN ITS ACADEMIC COMMUNITY. WOMEN AND MINORITIES ARE STRONGLY ENCOURAGED TO APPLY.

For the campus-wide coordination of one of three major areas—student leadership and development, personal and professional growth and learning, or student conduct, Master's Degree and one year of residence hall experience required; three years' full-time experience preferred. Application deadline April 15, 1992. To receive consideration, submit a letter of application, résumé, and two letters of reference to Mary Beth McLaughlin, Assistant Director of Residence Life, Salisbury Hall, UW-Whitewater, Whitewater, Wisconsin 53190.

Residence Life Area Coordinator: University of Wisconsin-Whitewater, Live-on position responsible for the coordination of residence life programs, including recruitment, selection, training, supervision of staff, and the development and implementation of residence life policies and procedures. Also responsible for the coordination of services and activities in the residence hall. The position is available July 1, 1992.

Residence Life Assistant Director: This position is responsible for the day-to-day management of the residence life program in a residence hall complex housing 400-600 students. Supervision of staff, including graduate and undergraduate assistants, is a key responsibility. The position also involves the development and implementation of residence life policies and procedures, and the coordination of services and activities in the residence hall. The position is available July 1, 1992.

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Residence Life Assistant Director

SAINT JOHN'S UNIVERSITY

Collegeville, Minnesota

Vice President of Student Affairs

Saint John's University, a Catholic, Benedictine, liberal arts college, invites nominations and applications for the position of Vice President of Student Affairs. Saint John's, founded in 1863, enrolls 1,850 men in a joint curriculum shared with the neighboring College of Saint Benedict (1,750 women undergraduates). The residential campus, set amidst 2,450 acres of lakes, woodlands and prairie, is 70 miles northwest of Minneapolis-St. Paul.

The Vice President of Student Affairs is primarily concerned with providing a residential environment which promotes student learning. The Vice President is responsible for student life policies and programs which draw on Benedictine traditions of individual responsibility and community values. Specific areas of management and budgetary responsibilities include: Athletics, varsity and intramural; Campus Ministry, Counseling and Career Services, Foreign Students, Life Safety Services, Residential Programs, Student Activities, Student Government, and Student Services.

The Vice President reports to the President and works closely with the Vice President for Academic Affairs, who is responsible for academic support services. The Vice President for Institutional Management, the University's Coordinator of Minority Affairs and the Saint John's Abbey Health Center, as well as counterparts at the College of Saint Benedict.

The Vice President oversees a budget of \$1.7 million, a professional staff of 51, and a student staff of 108.

Desired qualifications include:

- a terminal degree in a related field and/or extensive experience in student development work
- the ability to understand and strengthen the Benedictine and Catholic values of the heart of Saint John's educational mission
- the ability to work with and be respected by the faculty, and throughout the interrelationships between student life and the liberal arts curriculum
- a vision for student affairs which includes holistic development of the student, the importance of the liberal arts in the formation of the person, and attention to issues of men's and women's development, as well as cultural diversity
- the capacity to work formally and informally with students, with high visibility, genuine interest, an ability to listen and a penchant for involving students in decision-making processes
- a commitment to collaborative working relationships with colleagues in student affairs

The expected starting date will be July 1, 1992 or as soon as possible thereafter. The review of applications will begin upon receipt and continue until the position is filled. It is expected that the selection will be made on or before May 15.

Personal applications should include a letter outlining the candidate's strengths in relationship to the desired qualifications, as well as a current resume. Nominations are also welcome.

Nominations and applications should be directed to:

Director of Personnel Services
Saint John's University
Collegeville, MN 56321
Phone: 612-383-2508

Saint John's is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

Applications and nominations should be directed to:

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Collegeville, MN 56321
Phone: 612-383-2508

Saint John's is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

Applications and nominations should be directed to:

Director of Personnel Services
Saint John's University
Collegeville, MN 56321
Phone: 612-383-2508

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Collegeville, MN 56321
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Tarleton State University

Stephenville, Texas

Vice President for Student Services

Founded in 1899, Tarleton State University is a comprehensive, state-assisted university which is a part of The Texas A&M University System. Tarleton has an enrollment of over 6,400 and is located in Stephenville, Texas, 65 miles southwest of Fort Worth. Approximately 1,200 students are housed on campus in nine residence halls. Students can pursue any of 90 degree programs at the undergraduate and graduate levels.

The Vice President for Student Services reports directly to the President and is responsible for the leadership, coordination, and supervision of all services, personnel, programs, and activities in the area of Student Services. These areas include Student Housing, Student Health Center, Tarleton Student Center, Placement and School Relations, Student Counseling Center, Student Activities, Intramural Sports, Special Programs/Ministry Affairs, and Rodeo Team. Other duties include advising and counseling with students, parents, faculty, and non-teaching staff members on policy matters concerning students and student life.

Qualifications must include an earned doctorate, or the equivalent, in student personnel administration, counseling, management, or other closely related field. Must have ten years of related experience in higher education or other educational setting, preferably in educational administration, and/or student personnel and guidance, including the counseling of high school and college students. Preference will be given to candidates who have a broad and clear vision of what higher education will be in the future. Candidates must understand, embrace, and be able to work effectively in a multi-cultural campus setting. Strong organizational, interpersonal, communication, and leadership skills are of primary importance. In addition, candidates must have a working knowledge of strategic planning, fiscal management, and the budgetary process. Specialized training in counseling and/or administration is preferred.

Applications: The screening of applications will begin immediately and will continue until the position is filled. Application process may be discontinued any time after May 1, 1992. For further details, call Tarleton State University Personnel Office at (817) 958-9128. To apply, send letter of application, resume, and a list of three references to:

Dr. Jim Boyd
Chairman, Search Committee
Tarleton State University
P.O. Box 1-1179
Stephenville, Texas 76402

Tarleton State University is an Equal Opportunity, Affirmative Action Employer. Minority and women candidates are encouraged to apply.

Applications and nominations should be directed to:

Chairman, Search Committee
Tarleton State University
P.O. Box 1-1179
Stephenville, Texas 76402

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P.O. Box 1-1179
Stephenville, Texas 76402

STATE UNIVERSITY COLLEGE AT BUFFALO

(Buffalo State College)

Provost/Vice President Academic Affairs

Buffalo State College seeks a dynamic and creative academic officer to provide leadership for academic program management and development, and assist with overall institutional planning. The provost is the second ranking officer of the college and reports directly to the president. A comprehensive public urban institution, the college is located at the heart of the cultural sector in the state's second largest city. It offers bachelor and master's programs to a 12,500 diverse student population with a full-time faculty of 467.

Candidates must hold a terminal degree or equivalent and have achieved success as a teacher/scholar and academic administrator in higher education. The successful candidate should have progressive experience to the dean's level or above. Anticipated hiring by July 1, but not later than September 1. Application deadline is April 1. Letters of interest should be accompanied by a resume and three names, addresses and telephone numbers for references to:

Dr. William Licata
Chair, Provost Search Committee
GC 517
Buffalo State College
1300 Elmwood Avenue
Buffalo, NY 14222-1095

AA/EEO: Women and minorities are encouraged to apply.

Applications and nominations should be directed to:

Chairman, Search Committee
Buffalo State College
1300 Elmwood Avenue
Buffalo, NY 14222-1095

Buffalo State College is an Equal Opportunity, Affirmative Action Employer. Minority and women candidates are encouraged to apply.

Applications and nominations should be directed to:

Chairman, Search Committee
Buffalo State College
1300 Elmwood Avenue
Buffalo, NY 14222-1095

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Chairman, Search Committee
Buffalo State College
1300 Elmwood Avenue
Buffalo, NY 14222-1095

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VICE PRESIDENT FOR EDUCATIONAL AFFAIRS

The National College of Chiropractic, founded in 1910, located in Lombard, Illinois, accredited by the Commission on Accreditation of the Council on Chiropractic Education and the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, offers a five academic year program leading to the degree Doctor of Chiropractic, as well as upper division courses leading to the Doctor of Science degree in human biology. The College employs ninety faculty, enrolls an average of 750 students, and graduates approximately 170 professional students annually.

The Vice President for Educational Affairs reports directly to the President, and is responsible for all educational programs, including those of the Postgraduate Division. He/she supervises six deans, two directors, and one coordinator/developer. Major primary responsibilities include:

- Maintenance and improvement of all educational programs;
- Provision of innovative thinking and action relative to new programs;
- Provision of leadership for and evaluation of those who report to him/her;
- Overseeing or chairing all faculty search committees;
- Recommending salary levels for faculty and related administrative and support staff;
- Overseeing the formulation of all educational budgets and policies;
- Representing the College and/or President when required;
- Assisting the President in fund raising, legislative matters, and intercollegiate relations;
- Providing leadership for Self-Study Reports and acting as liaison with accrediting agencies;
- Providing annual educational and other reports to the direction of the President;
- Working closely with the President and the Vice President for Administration and Finance in the day-to-day operation of the College; and
- Working cooperatively with faculty and administrators for the most efficient and effective attainment of the College's mission and purposes.

Qualifications: The College encourages all candidates with the following qualifications to apply:

- Terminal academic or first professional degree;
- Broad and significant academic and administrative experience at level of dean or above;
- Established record in teaching and scholarship;
- Excellent managerial, communications, and organizational skills;
- Demonstrated leadership ability;
- Ability to work with diverse constituencies;
- Experience in accreditation processes;
- General knowledge of fund-raising strategies;
- Sensitivity to needs of a diverse educational community;
- Integrity, honesty, and good ethical character;
- Proactive leadership style; and
- Willingness to actively develop a sensitivity to, and concern for, The National College of Chiropractic, its history, and its specific needs.

Experience in health education at the first professional level is desirable.

Applications: Position will be available September 1, 1992. Salary is competitive and commensurate with credentials and experience, with a range of \$70,000 to \$80,000 plus benefits, including TIAA-CREF retirement plan. Search will continue until the position is filled. Nominations, or letters of application, accompanied by current curriculum vitae, and the names, addresses, and telephone numbers of not less than five references are to be mailed to:

Dr. John Fisher, Chair
Search Committee for Vice President for Educational Affairs
The National College of Chiropractic
2201 East Lincoln Road
Lombard, Illinois 60148

The National College of Chiropractic is an Equal Opportunity Employer. Minority and women candidates are encouraged to apply.

Applications and nominations should be directed to:

Chairman, Search Committee
The National College of Chiropractic
2201 East Lincoln Road
Lombard, Illinois 60148

The National College of Chiropractic is an Equal Opportunity Employer. Minority and women candidates are encouraged to apply.

Applications and nominations should be directed to:

Chairman, Search Committee
The National College of Chiropractic
2201 East Lincoln Road
Lombard, Illinois 60148

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Lombard, Illinois 60148

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Miami University
OXFORD, OHIO

PRESIDENT

The Board of Trustees of Miami University invites nominations, applications, and letters of inquiry for the position of President upon the retirement of President Paul G. Pearson as of December 31, 1992. The President is elected by and serves at the pleasure of the Board of Trustees and is charged with the responsibility of administering the affairs of the University as its chief academic officer.

Miami University is a state-assisted comprehensive university located in southwestern Ohio. Established in 1809, Miami began collegiate instruction in 1824; since that time, it has grown to an enrollment of more than 20,000 students on four campuses with an annual budget of more than \$215 million. The University awards baccalaureate degrees in about 70 fields, master's degrees in 60, and doctoral degrees in 10 disciplines. The central campus is in Oxford, a small city with a population of 8,500 located thirty-five miles north of Cincinnati and forty-five miles southwest of Dayton. The enrollment on the Oxford campus is limited to 16,000, with approximately 7,000 students living on campus in 38 residence halls. Miami has regional campuses in two nearby cities, Hamilton and Middletown, and a European Center in Luxembourg. Miami University is a selective public university with a long tradition of dedication to teaching excellence and undergraduate liberal arts education with an increasingly strong record of scholarly achievement.

The Board of Trustees and its Special Committee seeks an outstanding individual with a distinguished record of accomplishment, experience, stature and academic understanding to provide effective leadership and management to lead the University into the next century.

Inquiries, nominations, and applications for the position of President are invited and should be directed to:

Special Committee for the Selection of a President
William G. Slover, Secretary to the Board
Office of the Secretary
101 Rousebush Hall
Miami University
Oxford, Ohio 45056
(613) 529-3610

The successful candidate will be expected to assume his or her duties on January 1, 1993 or as soon thereafter as is practical. Applicants should send a résumé and statement of interest to Dr. William G. Slover at the address above. Supporting information, including references, will be requested by the Special Committee at the appropriate time. The Special Committee will begin its review and screening of applications on or about May 1, 1992. The search will remain open until the position is filled.

Miami University is an Equal Opportunity, Affirmative Action Employer. Applications from women and minority candidates are encouraged.



PRESIDENT

Cheyney University of Pennsylvania
Cheyney, Pennsylvania

The Council of Trustees of Cheyney University of Pennsylvania and its Presidential Search Committee invite nominations, and expressions of interest, for the position of President.

Cheyney University was founded in 1837 and is the oldest historically black college in the United States. The university is one of fourteen institutions in the Pennsylvania System of Higher Education. Located in Philadelphia on a beautiful 275 acre campus, Cheyney has a comprehensive mission and offers 35 degree programs leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Education. In addition, nine graduate programs leading to the Master of Education and Master of Science are offered. The university has an enrollment of approximately 1,500 undergraduate and graduate students, representing 25 states and 14 countries. There are 99 full-time faculty members. The university's operating budget is approximately \$21 million.

The Presidential Search Committee encourages the interest of talented individuals with appropriate terminal degrees and significant experience in higher education who would be capable of providing effective leadership for Cheyney University. Specifically, the next president must have a strong commitment to Cheyney's mission as a public, historically black college with comprehensive educational programs; be a skilled administrator; have a good business sense; and have the ability to work collaboratively with the various constituencies of the university to address its future challenges.

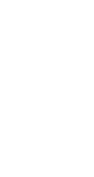
Nominations and expressions of interest should be sent, in confidence, to:

James H. Manning, Jr., Esquire
Chair, Presidential Search Committee
Cheyney University of Pennsylvania
Cheyney, PA 19319

Because the president will be expected to assume office on approximately August 1, 1992, the search committee will begin to review candidate credentials in late March.

Cheyney University is an equal opportunity employer.

Upward Bound Assistant Director/Coordinator. The Upward Bound Program, a federal program designed to assist disadvantaged students in preparing for college, is seeking a full-time Assistant Director/Coordinator. The successful candidate will be responsible for the day-to-day management of the program, including recruitment, counseling, and financial aid. The position requires a Master's degree with coursework in the field of higher education, counseling, or related field. The candidate must have experience in the field of higher education and be able to work with a diverse group of students. The position is located in the Upward Bound Program, which is a part of the University's commitment to providing educational opportunities for disadvantaged students. The position is an equal opportunity employer. Women and minorities are encouraged to apply.



Minnesota Community Colleges

Minnesota Community College System

PRESIDENT ROCHESTER COMMUNITY COLLEGE

The Chancellor of the Minnesota Community College System announces an opening for the position of President of Rochester Community College. Rochester Community College currently enrolls 4,000 students. Founded in 1915, the college is the oldest college in the Minnesota Community College System. Rochester is the state's fifth largest city, located approximately 10 miles southwest of Minneapolis and St. Paul.

The college operates under the jurisdiction of the State Board for Community Colleges. Enrollment in the Minnesota Community College System has increased over 51% in the past seven years.

The President is the chief executive officer of the college with responsibility for all programs and functions of the institution. The President reports directly to the Chancellor.

The following qualifications are considered essential or highly desirable:

- A demonstrated commitment to the mission of the community college.
- A demonstrated capacity for creative and resourceful management and leadership.
- Demonstrated leadership ability in areas such as instruction and student services.
- Demonstrated abilities in community relations.
- Demonstrated skills in fiscal planning.
- Experience in employee contract administration.
- Training in educational administration, preferably with an emphasis in higher education.
- Experience in educational administration, preferably at the post-secondary level, community college administrative experience is desirable.
- An earned doctorate or appropriate experience that provides equivalent strength.
- Demonstrated commitment to student concerns.

Salary is competitive and commensurate with experience and qualifications.

It is anticipated that the president will assume his or her duties in July, 1992.

The 1991 Minnesota Legislature enacted a merger of three of the four public higher education systems—the community colleges, the technical colleges, and the state universities. The University of Minnesota is excluded from this legislation. Having changes in the next three legislative sessions, a "Super Board" will govern these three systems effective July 1, 1995.

The application deadline is April 3, 1992. Required materials include letter of application, curriculum vitae, and a list of references. The position is a full-time position and the names of three references.

Please address nominations, inquiries, and applications to:

Anne Weyandt
Search Committee
MINNESOTA COMMUNITY COLLEGE SYSTEM
203 Capitol Square, 5th Floor
St. Paul, MN 55101
(612) 296-5177

The Minnesota Community College System is an equal opportunity, affirmative action employer.

PRESIDENT

Association of American Universities

Robert M. Rosenzweig, who has served as President of the Association of American Universities since 1985, has announced that he will leave the office at the end of the 1992 calendar year. Therefore, the Association, consisting of fifty-six major research universities in the United States and two in Canada, seeks candidates for the position of President. The position entails coordinating and supporting the work of the member-university presidents and chancellors as they pursue the common interests of their institutions, especially in relation to the legislative and executive branches of the federal government. It involves leading and directing AAU representation to the federal government. The primary commitments of the Association are to undergraduate and advanced education and research, with emphasis upon basic research in the natural sciences and engineering, biomedical research and training, graduate education, international studies, the arts and the humanities, and research library resources. Working directly with and for the AAU member president and chancellors, the President directs efforts toward incorporation of these commitments into public policy and effective action of AAU interests with the national and international community of higher education and research, calling upon relevant resources within member institutions as appropriate.

Candidates should possess demonstrated familiarity with both university education and academic research and with the federal government, and should have administrative experience sufficient to direct a staff of high quality. The Search Committee is especially interested in identifying women and minority candidates. Salary and other terms of employment are negotiable.

To be assured full consideration, nominations and applications should be sent no later than April 8, 1992 to:

Frank H. T. Rhodes, Chairman
AAU Presidential Search Committee
One Dupont Circle, Suite 730
Washington, DC 20036

Associate Professor faculty position in large animal surgery. Rank and salary will depend on the qualifications of the applicant. The position involves teaching and clinical large animal surgery to veterinary students, providing clinical service for food animals with an equine emphasis, developing a research program in an area of surgical and medical research, and supervising and conducting continuing education activities for veterinarians. Candidates must have a DVM, VMD, or equivalent degree from a foreign university and a license to practice in the American College of Veterinary Surgeons. An advanced degree (M.S. or Ph.D.) is an equivalent. Three years of post-DVM experience in large animal surgery is preferred. The position is located in the Department of Large Animal Medicine and Surgery, College of Veterinary Medicine, University of Minnesota, St. Paul, MN 55101. The position is an equal opportunity employer. Women and minorities are encouraged to apply.



CHANCELLOR

THE UNIVERSITY OF TENNESSEE, KNOXVILLE

Nominations and applications are sought for the position of Chancellor, The University of Tennessee, Knoxville. The Chancellor is the chief academic and administrative officer of the state's largest and most comprehensive research university. Established in 1794, UT Knoxville is an 1862 land-grant institution. More than 1,200 faculty fulfill its three-fold mission to teach, conduct research and serve the public.

With an annual budget of more than \$250,000,000 UT Knoxville offers bachelor's degrees in 150 programs, master's degrees in 85, and doctoral degrees in 52. Enrollment is 25,000 with 19,000 undergraduates and 6,000 graduate students.

UT Knoxville is a Carnegie I research institution. The faculty includes nationally and internationally recognized scholars in a number of areas. Faculty research grants and contracts for 1990-91 exceeded \$53,000,000. Specially funded centers involving partnerships with industry and government, especially nearby Oak Ridge National Laboratory, fifteen \$1,000,000 endowed Chairs of Excellence, and a larger number of partially endowed professorships and other specially funded positions help support research.

The University is also among the nation's learning public institutions in annual support. Private gifts to UT Knoxville totaled over \$18,000,000 in 1990-91.

During the past decade the University has made substantial progress in attracting a well qualified undergraduate and graduate student body and in strengthening its faculty. UT Knoxville seeks a leader who will nurture and build on these achievements. This leader should have significant administrative experience in a complex, research-centered state university, an understanding of the mission of such an institution, and the ability to articulate that mission effectively to the University's many internal and external constituencies. The Chancellor of UT Knoxville should possess the academic credentials to qualify as a tenured member of the faculty. The University is both symbol and place of an opportunity for Tennesseans; therefore, the successful candidate must have a strong commitment to the spirit and objectives of affirmative action and a willingness to pursue these objectives with vigor. Additional criteria for the position are available upon request.

The Chancellor is elected by the Board of Trustees upon the recommendation of the President of The University of Tennessee System. Nominations and applications should be submitted to the chair of the Search Advisory Committee:

Dr. John W. Prados, Chair
Chancellor Search Advisory Committee
800 Andy Holt Tower, The University of Tennessee
Knoxville, TN 37996-0180
Phone: (615) 974-3211; Fax: (615) 974-3213

Applications and nominations of outstanding candidates, especially women and minorities, are strongly encouraged. Screening of candidates will begin on April 1, 1992, and will continue until the position is filled.

PUBLIC DISCLOSURE: Documents related to this search are subject to inspection by citizens of Tennessee under the state's Public Records Act.

THE UNIVERSITY OF TENNESSEE IS AN EQUAL EMPLOYMENT OPPORTUNITY, AFFIRMATIVE ACTION, TITLE IX, SECTION 504 EMPLOYER

EXECUTIVE DIRECTOR

The Associated Colleges of Illinois seeks candidates for the position of Executive Director.

The Associated Colleges of Illinois is a fund-raising consortium of 26 independent colleges and universities, and secures both program and administrative support for the member institutions through a united annual appeal to corporations, businesses, and foundations. Annual income currently exceeds \$1.7 million.

The Executive Director is the chief executive officer of the Association and reports directly to the President and Executive Committee. This individual will oversee the administration of the Association, solicit gifts from donors and prospects, coordinate solicitation efforts of Officers of member colleges, supervise a staff of six, prepare and manage an annual budget, plan and direct all facets of the Association's annual fund raising campaign, and prepare the Annual Report and other printed materials.

Minimum qualifications include a B.A. degree; a record of progressively responsible experience in development, preferably in higher education; excellent written and verbal communication skills; the ability to direct and motivate others; and a commitment to independent higher education and the liberal arts.

The Association wishes to fill this position as soon as possible. Salary is negotiable and commensurate with experience. Applications close April 1, 1992. Send letter of application, including names of three references and résumé to:

Dr. Eugene Hotchkiss, Chairman
Search Committee
Associated Colleges of Illinois
150 North Wacker Drive, Suite 1350
Chicago, Illinois 60606

An Equal Opportunity Employer

Send letter of application, including names of three references and résumé to: Dr. Eugene Hotchkiss, Chairman, Search Committee, Associated Colleges of Illinois, 150 North Wacker Drive, Suite 1350, Chicago, Illinois 60606. The position is an equal opportunity employer. Women and minorities are encouraged to apply.



President

Nominations and expressions of interest are invited for the position of president of The University of Akron.

The University. The University of Akron is the third-largest state-assisted university in Ohio, with enrollments of 28,200 at its main campus and 1,500 at a branch campus in Orrville, Ohio. Its 10 academic colleges offer 31 associate, 154 baccalaureate, 47 master's, the juris doctor, and 18 doctoral degree programs. The University attracts students of all academic, economic, social, and ethnic backgrounds. Its total residential population is estimated at 6,000, including 2,200 undergraduates in 16 residence halls.

More than 100,000 degrees have been conferred in the University's 121-year history. UA has a rich heritage of educational leadership and service to the state and region: it was founded in 1870 as a private liberal arts college, became a tax-supported municipal university in 1913, and joined Ohio's public higher education system in 1967.

The University is located on an attractive 166-acre campus overlooking downtown Akron. The Akron-Cleveland region boasts a strong, diversified business and industrial base; numerous educational, social, cultural, athletic, and other amenities; and a total population of 4 million. UA's world-renowned programs in polymer science and polymer engineering are key to the region's economic development strategy.

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The president is the chief executive officer of the University and is responsible to the Board of Trustees.

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The formal screening process begins March 20. No candidates can be guaranteed full consideration if materials are received after that date. Applications should include a current résumé and a thoughtful letter discussing the candidate's suitability for this position.

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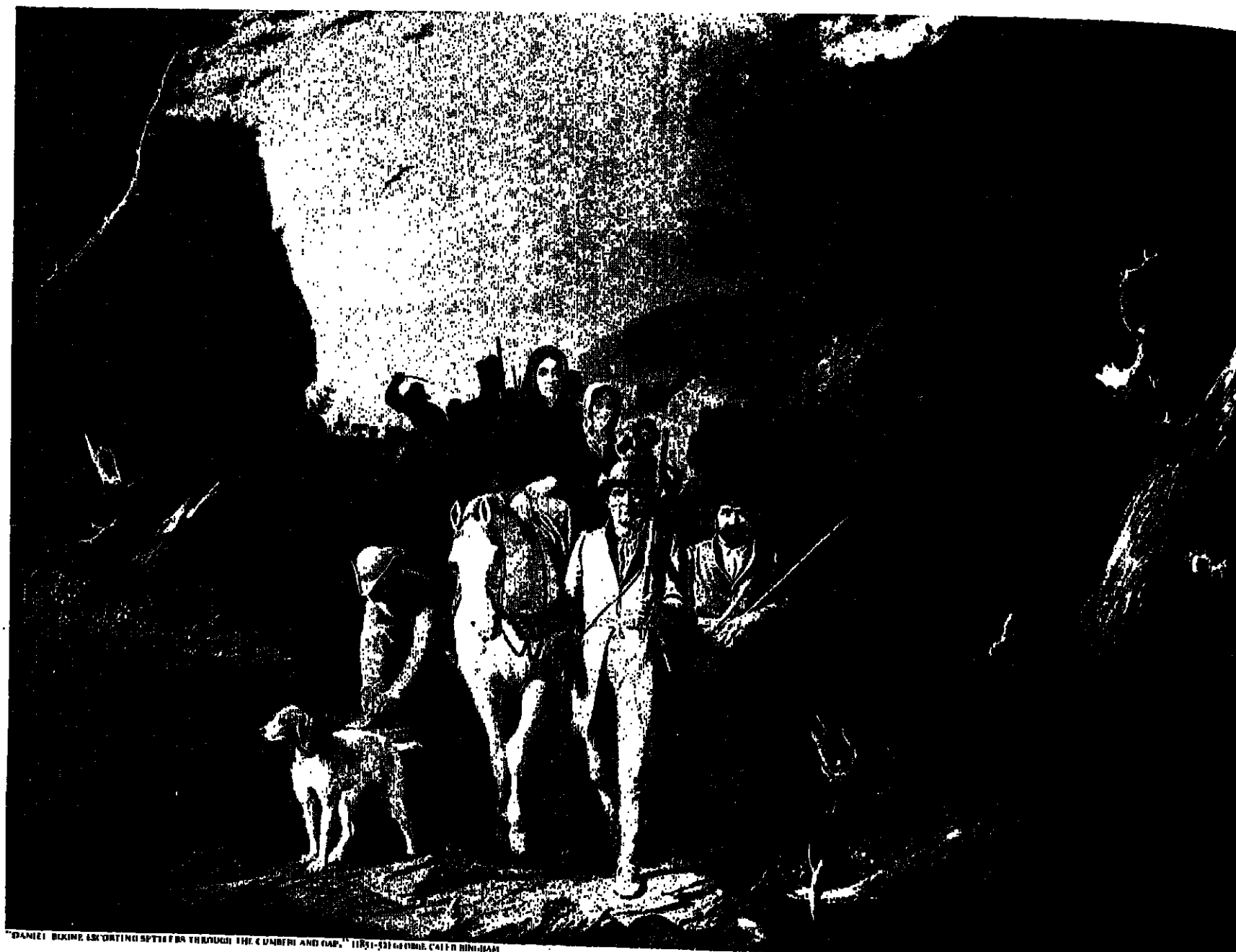
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Daniel Boone as Icon: the Columbus of the Woods

IN HIS ROLE as explorer and discoverer of new lands, Daniel Boone came to be equated with Christopher Columbus and was described by the art critic Henry T. Tuckerman in 1852 as "the Columbus of the woods." The landing of Christopher Columbus on the island of San Salvador in 1492 was a decisive event in European history, initiating the expansion of Europe's imperial powers and their colonization in this hemisphere. For the native peoples of the Americas the spectacular appearance of the white sails rising in the Eastern seas marked the dawn of their eventual demise at the hands of the European conquerors. Mid-19th century descendants of the colonizers in the United States viewed Boone's march into Kentucky as a pivotal event in their expansion westward to dominate the continent—an expansion that they equated with Columbus's. Certainly, for Native Americans the appearance of Boone with his flintlock rifle signaled an end to Native American society in North America, as had the appearance of Columbus for Central and South American natives.

In the United States, especially after the War of 1812, the frontier was pushed farther west by the spiritual and entrepreneurial descendants of Columbus—fur trappers, mountain men, and pioneers hungry for rich lands. As the new nation sought to construct narratives to represent its emerging national identity, the daring frontiersmen who led the advancing Anglo-European civilization gained recognition as heroes in literature and visual arts. A central persona in the nation's

search for its identity was Daniel Boone. Even in his own time, the tale of Boone's role as the leader of colonists migrating through the Cumberland Gap into the Kentucky territories had begun to assume larger-than-life status. Due to the zeal of several generations of writers and artists, Boone came to be considered the consummate symbol of the American pioneer in the decades prior to the Civil War. By the 1850's tales of this real-estate speculator, hunter, and Indian killer had expanded into mythic proportions, and he became famous as "the pathfinder." Boone had become a symbol of America's self-proclaimed Manifest Destiny. It was in this context that visual images of Daniel Boone achieved greatest circulation and were widely celebrated in popular illustrations and paintings.

"The Columbus of the Woods: Daniel Boone and the Myth of Manifest Destiny," an exhibition of paintings, drawings, prints, and illustrated books, will be at the Washington University Gallery of Art through March 29.

The text above is by Joseph D. Kerner, director of the gallery. It is excerpted from his introduction to the exhibition catalogue, "The Columbus of the Woods: Daniel Boone and the Typology of Manifest Destiny," written by J. Gray Sweeney, professor of art history at Arizona State University. Copyright © 1992 by the Washington University Gallery of Art and J. Gray Sweeney.

Ways & Means

Pennsylvania Gov. Robert P. Casey backed his proposal to ax the state's \$76-million subsidy to private colleges with a powerful but slightly flawed argument.

"New York doesn't pay to operate Columbia," he said in his budget address. "New Jersey doesn't pay for Princeton."

The flaw? He was wrong. Both states provide money to private colleges based on the number of enrolled state residents.

The Governor's spokesman attributed the error to information supplied by the institutions.

Embarrassed but unbowed, Mr. Casey's administration is pursuing the cuts, which would take \$37-million from the University of Pennsylvania and the rest from 11 other institutions, mostly medical and dental schools.

"We're certainly upset" about giving the wrong information, said the spokesman for the Democratic Governor, but Pennsylvania "just does not have the money to fund both its public institutions and its private institutions." The institutions are lobbying the General Assembly to block the action.

New York State's Liberty Partnership and Liberty Scholarship programs, created by Gov. Mario M. Cuomo four years ago as an "extraordinary incentive" for students to attend college, appear headed for oblivion.

The programs, which were never funded at the levels promised in 1988, would not receive any state money in 1992-93 under the Governor's proposed budget.

For the Liberty Scholarships, the recommendation doesn't change much. The scholarships, which were to have gone into effect in the 1991-92 budget year with \$30-million, were never funded. Governor Cuomo "deferred" financing for them last year.

The scholarships were designed to cover non-tuition costs for needy students. The Liberty Partnerships provide counseling, tutoring, and community-service opportunities to 13,000 school children in 52 programs across the state.

The partnerships never received more than \$13.3-million. State officials had planned to spend \$30-million on the program in 1991-92 and \$40-million in 1992-93.

A spokesman for Mr. Cuomo said the budget recommendations were prompted by the state's dire fiscal condition and the Governor's promise that there would be "no sacrificial lambs, no sacred cows."

The Governor hopes Congress will pick up the slack by enacting a nationwide program, but financing for such a program is uncertain.

The Legislature could still restore money for the Governor's initiative, but that is considered unlikely. Said the state official who oversees the programs: "I don't think any of us want to face the 13,000 students who rely on the services of the program."

Government & Politics



James R. Chen, president of the faculty senate in the SUNY System: "I don't think you can solve the New York State budget problem on the backs of these few people."

College Employees Fight Back as Many States Try to Cut Pension-Plan Contributions

By GOLDIE BLUMENSTYK

Many governors and legislators are trying to cut state contributions to pension systems that serve faculty members and other employees of public colleges.

Pension beneficiaries are fighting back. Some, who accuse politicians of plundering retirement nest eggs, are waging legislative battles and filing lawsuits to block the states' efforts.

'A Blatant Robbery'

"It's just a blatant robbery," says Dennis D. Spice, executive director of the State Universities Retirement System of Illinois. The system is fighting Gov. Jim Edgar in the state Supreme Court and in the General Assembly over the state's fail-

ure to make expected contributions to the fund. "This is not the Governor's private bank account," says Mr. Spice.

State officials supporting the reduced contributions say that they have no choice but to cut all kinds of state spending, and that state employees are exaggerating the dangers facing the pension funds.

Generally, the legal and political machinations touch higher education in two ways:

- They affect states' contributions to public-employee pension systems, like the one in Illinois, which cover many state-college and community-college employees.

- They determine the amount that states

Continued on Following Page

Accreditation-Panel Appointee Criticized for Past Remarks on Blacks and Gays

By SCOTT JASCHIK

WASHINGTON
New charges are being made against John C. Hirschfeld, who was appointed by Education Secretary Lamar Alexander to the National Advisory Committee on Accreditation and Institutional Eligibility.

Academics and others who live in Champaign, Ill., where Mr. Hirschfeld is a lawyer and newspaper president, say his career has been full of incidents that demonstrate insensitivity to black and gay people, and that he is not suited to serve on an important government panel.

They contend that Mr. Alexander should not have appointed Mr. Hirschfeld, and that the Secretary either did not do enough research about his appointee or selected him for political reasons. The panel on which Mr. Hirschfeld sits advises Mr. Alexander on whether to grant federal recognition to accrediting agencies. The panel is now helping Mr. Alexander to evaluate proposals to revamp the accreditation system.

Mr. Hirschfeld said last week that the charge that he was insensitive had "no foundation in fact," and that he believed Education Department officials

had "no problem" with his role on the panel.

Elita Fielek, a spokeswoman for Secretary Alexander, said, "There are no plans that I know of to take action against Mr. Hirschfeld."

Ms. Fielek said the department had not reviewed Mr. Hirschfeld's writings or career before appointing him, and that such reviews do not take place for appointments to the accreditation panel, but are reserved for full-time, senior positions.

Backing for David Duke's Views

Mr. Hirschfeld, the president of *The Champaign-Urbana News-Gazette*, was appointed in October. His selection first became controversial in December, when a professor at the University of Illinois at Urbana-Champaign sent the Education Department copies of op-ed columns Mr. Hirschfeld had written for *The News-Gazette* that were supportive of the views of David Duke, the former Ku Klux Klan leader. The columns criticized President Bush for "abandoning" Mr. Duke during his campaign to become Governor of Louisiana. Mr. Hirschfeld wrote: "Duke's

Continued on Page A29

Senate Approves Massive Legislation for Higher Education

Proposals on Pell Grants and direct loans are dropped

By THOMAS J. DeLOUGHRY

WASHINGTON

The Senate, by a vote of 93 to 1, has approved legislation that would reauthorize the Higher Education Act for seven years.

Senators backed the bill after its sponsors deleted an expensive measure that would have guaranteed Pell Grants to all who qualified. The sponsors also agreed to set aside controversial proposals that would have dropped banks from the student-loan business in favor of direct federal loans.

The lawmakers approved 45 amendments to the mammoth bill during eight hours of debate. Sen. Jesse A. Helms, Republican of North Carolina, cited the cost of the legislation in casting the lone vote against it.

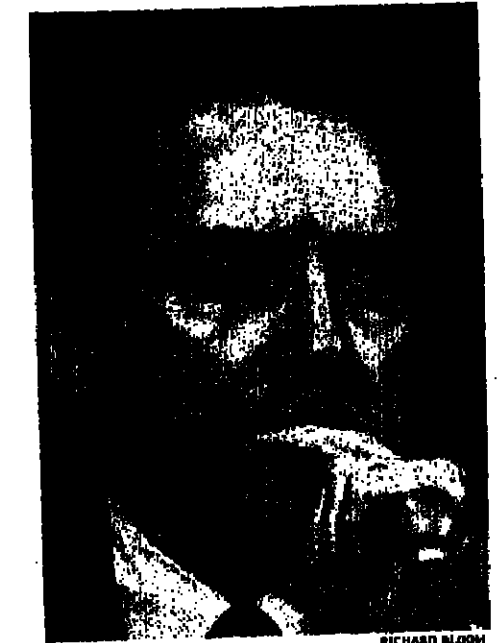
Senators from both parties praised the measure for increasing aid to middle-income families by expanding eligibility for Pell Grants and increasing the size of student loans. The legislation would authorize a maximum Pell Grant of \$3,600 in the 1993-94 academic year, an increase of 50 percent over the \$2,400 that will be provided for 1992-93.

Action Pending in the House

The legislation would cost about \$18-billion in fiscal 1993, compared with the \$12.7-billion that Congress has appropriated for 1992. It is uncertain, though, whether the final higher-education legislation will be approved by the time budget bills for 1993 are developed this summer. It also is not clear that Congress could find the money to pay for everything the bill authorizes.

A separate bill that would reauthorize higher-education programs for five years is awaiting a vote in the House of Representatives.

Continued on Page A30



Sen. Orrin G. Hatch opposed the entitlement provision: "The sad fact is that we are forced to make choices in how to best use the funds that we do have."

College Employees Angered by Efforts to Cut State Pension Contributions

Continued From Preceding Page

Optional plans allow college faculty members and administrators to take their pensions with them if they move to another state for a new job. The plans also are attractive to institutions as a recruiting tool. But some higher-education advocates say the trend of states' reducing their contributions to these optional plans could undermine their attractiveness.

High Earnings in 1980's

State pension systems are supported by government contributions, based on actuarial assumptions, and the systems' own investments. Throughout the 1980's, many public pension systems benefited from high interest earnings.

Now, however, as states confront budget deficits, governors and legislators are trying to reduce their contributions to the funds and use the money for other purposes.

"Some of them are so healthy, they're being looked at as a cash cow," says Cathie G. Eitelberg, director of the pension and benefits program at the Government Finance Officers Association.

In some cases, states simply are not meeting their actuarial obligations; more typically, they are changing the assumptions about the funds' earning potential in such a way as to reduce the state's contribution.

Critics say such tactics endanger the funds for purposes of political expediency. "The Willie Sutton complex is alive and well and living in every state that has a healthy pension fund," says Joe L. Wyatt,

referring to a robber known for saying that people rob banks because "that's where the money is." Mr. Wyatt is a lawyer for the California Public Employees Retirement System, which is suing Gov. Pete Wilson, a Republican, in a state appeals court over a disputed \$1.8-billion pension-fund contribution and the Governor's attempt to control the actuary. The system includes employees of the California State University System.

"It's easier to take money that has already been collected," says Mr. Wyatt, than to raise taxes or cut spending to close a deficit.

Higher-education officials in California are not the only ones affected by the trend or unhappy with it. Last year in Michigan, Gov. John Engler, a Republican, vetoed a portion of the state's contribution to the Public School Retirement Fund to save about \$12.6-million for the state. The seven universities and 29 community colleges whose employees are part of the system had to make up the difference.

Lobbying Drive in Illinois

In Illinois, pension-fund advocates say the state is ignoring its obligations under a 1989 law to finance the universities' retirement system adequately. Under the law, the state should have contributed about \$146-million to the fund in 1990-91. It gave only \$91-million.

The system's assets are currently about 53 per cent of its obligations. There is no nationally accepted standard of soundness for the proportion of obligations that assets should represent, but most public-pension funds now boast ratios closer to 85 per cent.

Mr. Spice, the system's execu-



Dennis D. Spice of the State Universities Retirement System of Illinois: "This is not the Governor's private bank account."

tive director, is visiting campuses throughout Illinois to urge the fund's 85,000 participants to lobby lawmakers and Governor Edgar to increase the state's contribution. Participants have also sued Governor Edgar over the state's failure to follow the law.

An aide to the Governor says that Mr. Edgar takes seriously the retirement system's concerns, but

that the state's dire financial straits leave it no choice but to cut its pension-fund contributions. "There just is no money," says Edward R. Choate, the aide. He adds: "Our funds are healthy enough. There is no danger."

In Connecticut, meanwhile, unions representing higher-education faculty and staff members are organizing to oppose a bill by Gov. J. Lowell P. Weicker, Jr., to eliminate pensions from the scope of collective bargaining and to reduce the state's contribution. Connecticut is the only state where the state's contribution to the pension fund is covered under collective bargaining.

The Governor's plan would create "a staggering unfunded liability growing to \$5-billion in a few years," says Edward C. Math, executive director of the University of Connecticut's chapter of the American Association of University Professors. Governor Weicker disputes that claim.

'Defined Contribution' Plans

Controversies also abound over state contributions to optional retirement plans. Under the optional plans, a government contributes to a pension fund, such as Valic or the Teachers Insurance and Annuity Association / College Retirement Equities Fund, which then invests the money. The employee's ultimate retirement benefit is not guaranteed as it would be under the state-sponsored programs. But the state's share is generally set by law or agreement and is considered a "defined contribution."

In Texas, to save money, the state cut its rate of contribution to its Teachers' Retirement System to 7.31 per cent of an individual's salary in the 1991-93 biennial budget

and reduced its contribution to optional retirement plans to the same rate. The rates had been based on 8.5 per cent of salary.

"On the surface, it looks like they're being fair," says Toni Alexander, who oversees optional retirement issues for the Texas Higher Education Coordinating Board. But in fact, the employee's state-sponsored plan is unaffected by the change, assuming the state is able to provide the promised benefit upon retirement. Employees in the optional retirement system, however, would get smaller pension benefits than their colleagues in the state system.

Mindful of that, all state universities and about half of the junior colleges last year dug into their own funds to make up the difference. Ms. Alexander says the colleges feared that if they did not, they would undermine the value of the optional-retirement plans as a recruitment tool. It is unclear if the institutions will be able to make up the difference in 1992-93.

Deficit-wracked New York cut its contribution to its Teachers' Retirement System to a rate of 6.4 per cent in 1989 from a high of about 10 per cent. This year Governor Mario M. Cuomo, a Democrat, proposed reductions in the state's contribution to the optional retirement system, as well. The one which would bring the state's contribution to a range of 14 to 18 per cent, depending on when the employee was hired, would affect more than 15,000 faculty members at the State University of New York and the City University of New York.

Aides to Mr. Cuomo call it part of the state's overall effort to reduce spending on pensions. Faculty members say the figures are arbitrary.

Payments Stopped in January

At the same time, the state in January stopped making any payments to the optional retirement plans because Comptroller Edward V. Regan said a recent interpretation of a state law governing pensions was in conflict with another law, and he did not know which one to follow.

The whole issue is now before the legislature, with faculty members hoping the state will continue contributions and establish a commission to sort out a solution. "To put it mildly, people are hopping mad," says James R. Chen, president of the faculty senate for the State University of New York System. "I don't think you can solve the New York State budget problem on the backs of these few people."

Managers of optional retirement plans say they are concerned but not overly alarmed by the trend in states' reducing contributions. The cuts have "not been substantial enough to make the program unattractive," says John J. McCormack, executive vice-president of TIAA-CREF.

Ultimately, says Mr. McCormack, the plans will have to be well financed or they won't serve the purpose that states intended for them. States can not afford to skimp on their support of the plans, he says, if they want to "continue to have a viable alternative."

Government & Politics

Government & Politics

WASHINGTON UPDATE

- Black-college board criticizes handling of report by U.S.
- House adopts bill with tax breaks that colleges have sought
- AIDS research chief says Bush budget will slow projects
- Questions raised about humanities-fund dissertation program

Several members of the President's Board of Advisers on Historically Black Colleges and Universities charged last week that Education Department officials had improperly changed the board's recommendations in a draft of a report that will go to President Bush.

At a meeting of the board, member Gloria Scott, president of Bennett College, questioned Carolyn Reid-Wallace, Assistant Secretary for postsecondary education, about the relationship between the board and the departmental staff that translates their discussions into reports to the President.

Ms. Scott objected to the dele-

tion of a recommendation in a draft of a report. The recommendation urged the federal government to provide funds for historically black colleges and universities to participate in America 2000, the President's school-reform effort.

Several other board members agreed with Ms. Scott's concern, and at least one, Ruth Love, said she felt the draft of the report "does not reflect what our committee, in fact, recommended." Ms. Love is a former superintendent of the Chicago Public Schools.

After a lengthy, sometimes tense discussion, Ms. Reid-Wallace told the board that its reports to the President should "be a reflection

of your thoughts." She added that she would raise questions that she considered necessary, but that "it is up to you to accept that staff input or override it."

Ms. Reid-Wallace said she had suggested the change to remove an inaccuracy in the report, since "America 2000 does not presuppose that grant funds are a part of the strategy."

The meeting came three weeks after Ms. Reid-Wallace fired Robert K. Goodwin as director of the Education Department office that works with the advisory committee. Several members of the committee have criticized the firing.

Mr. Goodwin was recently named

executive vice-president of the Points of Light Foundation.

—JACK GOODMAN

The House of Representatives has voted to adopt a tax bill containing several provisions that colleges have sought. The bill would:

- Extend a tax deduction for employees on educational benefits provided by employers.

- Restore the tax benefits, lost under the tax-reform legislation of 1986, of making gifts of appreciated property, such as real estate.

- Provide a tax credit for interest paid on student loans.

Similar provisions were proposed by President Bush this year. The final outcome of the legislation is unclear because of disagreements between the President and Congress over other provisions in the bill.

—SCOTT JASCHIK

Anthony S. Fauci, associate director for AIDS research at

the National Institutes of Health, told a House of Representatives panel last week that the low percentage increase for AIDS research in the President's proposed 1993 budget would slow efforts to curb the epidemic.

"Scientifically, we will not be able to do everything we feel is justified," he told members of the House Subcommittee on Health and the Environment. "We will have to try to keep programs alive with less money. I would expect that means that we will be slowing things down at a time when we need to be accelerating."

Dr. Fauci revealed that the Administration had reduced the NIH's AIDS-research budget request from \$1.2-billion to \$873-million, decreasing the amount allocated for new and competing research grants and cutting off "promising" initiatives, including increased support for researcher-training programs and a study of the causes of AIDS in women. Congress allocated \$841-million for fiscal 1992.

Dr. Fauci also revealed that a reduction in fiscal 1992 of the number of centers conducting clinical trials of new drugs and therapies to fight AIDS had resulted from limited funds and not from a scientific judgment, as he had explained at the time that the cuts were made.

In 1991 the NIH supported 32 Adult Clinical Trial Units, costing about \$62-million. Responding to a Congressional mandate that more Pediatric Clinical Trial Units be set up, NIH officials reduced the amount of money going to the adult units by 17 per cent, decreasing to 28 the number of adult units the NIH could support. Dr. Fauci stated that many productive centers had been cut off.

Rep. Henry A. Waxman, a California Democrat who is chairman of the subcommittee that held the hearing, said he would push for increases in support for AIDS research. "This budget is not an agenda of research opportunities," Mr. Waxman said. "It is a body count."

—STEPHEN BURD

Peter Shaw, a member of the National Endowment for the Humanities advisory council, recently raised objections to a provision in the endowment's new Dissertation Fellowship Grant Program.

The grants will provide stipends of \$17,500 each to as many as 50 doctoral candidates who will complete their dissertations by the end of 1994. Mr. Shaw questioned a requirement that limits each Ph.D.-granting institution to two grants. Mr. Shaw argued that the grants should be awarded on the basis of merit. He said in an interview that if the grants were based on the quality of applicants, more money would be given to the best graduate departments, which would in turn strengthen those departments.

"We would be strengthening the strong departments and weakening the weak departments," he said.

Marjorie Belincourt, director of the endowment's Division of Fellowships and Seminars and the endowment, defended the provision. "It is in the interest of Congress that the awards have a wide distribution," she said.

—S.B.

New Charges Are Raised Against Appointee to Accreditation Panel

Continued From Page A27

message is appealing, even if Duke is not.

Some educators questioned the appropriateness of keeping Mr. Hirschfeld on the panel in light of his remarks, but Education Department officials—while saying that they disagreed with the columns—defended the appointment.

Additional Information

Now the professor who sent the columns on Mr. Duke to the Education Department has provided it with additional information. A. Belden Fields, a professor of political science, says the material demonstrates Mr. Hirschfeld's unsuitability for the post.

The information includes the following: In 1973, while serving in the Illinois General Assembly, Mr. Hirschfeld dressed up as a student and toured University of Illinois dormitories and then publicly denounced them as "glorified brothels" because he saw birth-control pills in students' rooms and no barriers between men's and women's quarters. Critics of Mr. Hirschfeld acknowledged that the incident took place a long time ago, but say it is relevant because the Education Department has cited Mr. Hirschfeld's legislative work dealing with higher education as a qualification for him to hold his current position.

In a series of columns in his newspaper, Mr. Hirschfeld criticized AIDS-education groups. In 1987 he wrote: "AIDS is a moral problem and not a medical one—a concept homosexual groups are not willing to accept." He also wrote: "I believe that AIDS was originally transmitted by homosexuals, and even those cases that are now attributed to blood transfusions, heterosexual contacts, and intravenous drug use ultimately should be laid to rest at the doorstep of homosexuals."

In 1990 Mr. Hirschfeld wrote a column criticizing local black leaders for objecting to a park district's use of a certain cartoon to illustrate a course on "Cooking With a Fur-

ign Flair." The cartoon showed a black cannibal, with a bone in her hair, hasting a white man in a pot. In the column, Mr. Hirschfeld says the black leaders objecting to the cartoon were "just one more example of black militancy running amuck."

In a recent letter to Secretary Alexander, Mr. Fields outlined those incidents and criticized the appointment. "Either you did not do your homework in looking into this appointee before you actually made the appointment, or your beliefs are different from what I had thought and hoped they were," Mr. Fields wrote. "In either case, we in higher education, and the country at large, deserve better."

Others at the university agree. Paula A. Treichler, a professor of medical humanities, said Mr. Hirschfeld's appointment "makes my blood run cold." She added: "That he would be appointed to any panel having to do with higher education is shocking."

'Impeccable' Standard

Patricia A. McGuire, the president of Trinity College (D.C.), said she respected Mr. Hirschfeld's "right to his own opinions," but added that she had questions about his appointment. "It is absolutely important, when we are dealing with issues of tremendous national importance, that we have individuals on the panel whose credentials and integrity are impeccable," Ms. McGuire said.

Ms. McGuire is on the Commission on Higher Education of the Middle States Association of Colleges and Schools, a group that has been criticized by panel members—including Mr. Hirschfeld—for having had a policy of evaluating colleges' records on recruiting and retaining minority students and faculty members.

"The ironic thing is that while Middle States has been accused of politicizing accreditation, it is the Bush Administration that has done so by putting this kind of individual on the committee," Ms. McGuire added.

Mr. Hirschfeld said that the incidents cited by Mr. Fields were "public record," but that they did not indicate that he is insensitive. "My black clientele at the law office, which is a large clientele, and my Jewish clientele at the law office, which is a large clientele, and my black and Jewish friends, would ridicule that comment," Mr. Hirschfeld said.

He added: "I write a conservative column. I try to pick controversial subjects. I try to get people to think. If they don't want to think, they don't have to."

Some people who know Mr. Hirschfeld said that his columns may not fairly represent the way he treats people. Dannel McCallum, the Mayor of Champaign, said: "I think that in actual life he's much more personable than the columns would suggest."

Mayor McCallum added: "In these days of 'political correctness,' if you say 'ouch,' you don't know if you'll be offending someone. I find it somewhat refreshing to find someone who doesn't tip-toe around every issue of current significance."



A. Belden Fields, who objects to Mr. Hirschfeld's appointment: "We in higher education, and the country at large, deserve better."

CUNY Students and Professors Sue Governor and Legislature Over 'Unequal' Financing of State's 2 University Systems

By GOLDIE BLUMENSTYK

Faculty members, staff members, and students of the City University of New York have sued Gov. Mario M. Cuomo and the Legislature, charging that the state's "unequal" financing of its two university systems is racially discriminatory.

The class-action suit, which applies an approach previously used only in the South in higher-education cases, was initiated by more than 50 plaintiffs with ties to CUNY.

Far-Reaching Implications

Filed in a state court in Manhattan, the suit contends that the state's financing practices violate New York's Civil Rights Law and its Education Law, as well as equal-protection guarantees in the state constitution.

The plaintiffs said the suit could have far-reaching implications.

"The issues involved affect all states in which minority students primarily attend urban commuting colleges that are funded at a level which is significantly lower than predominantly white residential campuses in the rest of the state," said Sheldon Weinbaum, a professor of engineering at City College.

The suit notes that New York State has been responsible for financing the senior colleges of CUNY and the State University of New York since 1982. The suit alleges that the state has "continued to favor the predominantly white upstate SUNY schools over the predominantly non-white CUNY senior colleges in the allocation of financial resources."

Governor Cuomo, a Democrat, said the state would defend itself. Disparities might exist, Mr. Cuomo noted, but "there's a difference between disparity and illegal disparity."

The suit contrasts the state's per-student financing at 11 CUNY senior colleges with the support provided for 18 "comparable" SUNY campuses, and concludes that the state gives SUNY \$7,653 per full-time equivalent student but only \$6,927 to CUNY.

According to the suit, 64 per cent of all CUNY students are members of minority groups, while the latest available figures for SUNY put its non-white student population at 13 per cent.

The disparity, the suit says, deprives CUNY students of opportunities for academic counseling and

access to libraries, studios, and laboratories. The disparity has had a "deleterious effect" on CUNY's ability to support minority graduate students, the suit adds.

In a written statement, D. Bruce Johnstone, the SUNY chancellor, said that "there is no basis whatsoever" to the claims "and the data, properly analyzed, show no such disparity. I am disappointed that the issue of underfunding has led one group in New York City seemingly to disparage the needs of the State University and the vital role we play in the mission of social justice and equal opportunity."

The state gives SUNY some money for operating some medical and technical programs that are not offered by CUNY.

More Money Sought

Backers of the suit said they did not want the state to right the "injustice" by merely shifting spending priorities, but by finding more money for CUNY by increasing higher-education financing overall.

"Money should not come away from SUNY," said Franklin Siegel, a lawyer at the Center for Constitutional Rights, which is representing the CUNY group.

Physicists' Influence on Science Policy Seen Waning With End of Cold War

Continued From Page A1

Physics, Mr. Bloembergen adds, had and still has an important role in making the dreams of biotechnology come true.

Others say physics gained its early prominence partly because it matured more quickly than other sciences. Now the biological sciences, helped by significant contributions from physicists themselves, are making the kind of fundamental discoveries with a range of important applications that was true of physics earlier.

What is different, some say, is the remarkable speed with which biological discoveries are being transformed into new products and new ways of making old products.

Even some physicists agree largely with the contention that physicists will be less dominant in American science policy than they have been, and that spending on the biological sciences—by government and business—will grow at a faster rate in the future than spending on the physical sciences.

"What is inevitable," says Mr. Bloembergen, "is that the total expenditures on physics will be cut back some."

Philip W. Anderson, professor of physics at Princeton University, adds that the government focused too much on particle physics in the past, because of its perceived con-

nection to the military. Particle physicists historically claimed a large share of government advisory posts, Mr. Anderson adds. Ironically, particle physics actually has contributed little to weapons research since the 1960's, he maintains.

The end of the cold war, he adds, is "the end of the age of the high-energy physicists and the bomb physicists." But the majority of physicists, he points out, are in other fields, such as materials research.

Scientists say there is no evidence yet of a significant decline in the influence of physicists in science and technology policy. Both the director of the National Science Foundation and the President's chief adviser for science and technology policy, for example, are physicists.

More Top Posts

Some scientists say that biological scientists are likely to claim an increasing number of the top scientific posts in government. Rita R. Colwell, president of the Maryland Biotechnology Institute at the University of Maryland, says many of the most talented researchers went into physics in the 1930's and 1940's—a circumstance that explains the influence that physicists have wielded in academe, indus-

try, and government in recent decades.

In the 1970's and 1980's, Ms. Colwell adds, many of "the best and brightest" chose the biological sciences instead, inspired by the scientific revolution of molecular biology. As they grow older, she says, they will naturally take their places at the head of the table when scientific counsel is sought.

'A Natural Evolution'

It would be "very logical and appropriate, and a natural evolution" that the next chief adviser to the President for science and technology be a life scientist, she adds. (A recent rumor in Washington has it that the President's current adviser, D. Allan Bromley, who is a physicist, will resign soon and that Bernadine P. Healy, director of the National Institutes of Health, will replace him. At a recent press conference, Mr. Bromley said reports of his imminent departure were "remarkably premature.")

Others add that experts in materials science, computer science, and engineering are all likely to become more important as the federal government shifts its emphasis from weapons development to new technologies that have lucrative commercial potential.

Both Mr. Bromley and Walter E. Massey, the director of the National Science Foundation, have indicated that they believe that developments in biological research, notably in biotechnology, now warrant special attention.

Mr. Massey created a separate office for the biological sciences last fall. At a press briefing, he said it was "certainly possible" his agency would give larger increases in the future to those sciences than to the physical sciences. Last month Mr. Bromley pointed to the dramatic advances being made in the biological sciences as the reason for a new Presidential initiative to promote biotechnology across federal research agencies.

Sharing Influence

Scientists—physicists and non-physicists alike—say that physics is not disappearing by any means. At the NSF, the office for the mathematical and physical sciences has the largest budget by far. The biotechnology effort involves a modest increase in spending, across all agencies, of about 7 per cent.

Robert J. Cousins, president of the Federation of American Societies for Experimental Biology, says he sees physics sharing its influence with other disciplines.

"That's healthy," adds Mr. Cousins, a professor of nutrition and biochemistry at the University of Florida. "It's not good to have any one field dominate science, and I think most physicists would agree with that."

In terms of the importance of physics as a science, Mr. Bromley declares: "The age of the physicists will never be dead. But it will not be as dominant as it has been."

Physics, he adds, has a role to play in the current biological revolution. But in terms of the excitement and the wealth of new products and methods rapidly emerging from laboratories and industry, "I'm afraid that we physicists have to admit that it's becoming the age of the biologists."

Senate Bill Would Permit Ivy League to Agree to Offer Only Need-Based Aid

By SCOTT JASCHIK

WASHINGTON
The Senate has amended the Higher Education Act to allow Ivy League universities to return to their policy of pledging, as a group, to base student aid solely on financial need.

The amendment does not affect a consent decree that prohibits the institutions from getting together to decide how much aid to award.

In May the eight Ivy institutions signed a consent decree with the Justice Department in which they agreed to stop consultations on the aid to be awarded to students admitted to more than one institution. The universities also said they would end their agreement to offer aid based only on need. The colleges were permitted to keep their aid policies, as individual institutions.

The consent decree came out of an investigation into allegations of antitrust violations by the Ivy League institutions and other members of the Overlap Group, which consists of 23 prestigious private colleges that, until the consent decree was signed, met annually to compare aid awards.

At the same time the Justice Department signed the consent decree with the Ivy institutions, it sued the Massachusetts Institute of Technology, another Overlap member, for antitrust violations. The department has yet to take any formal action against the other 14 members of the Overlap Group.

MIT Will Fight

The Senate amendment says that colleges may "voluntarily agree" with other institutions to award aid "only on the basis of demonstrated financial need for such assistance, provided that

each institution of higher education shall apply its own standards of need which was adopted laterally and not in concert with any other institution."

The consent decree signed last year said that it would not apply to any conduct that Congress decided subsequently to permit.

Ivy League officials said last week that they had asked members of the House of Representatives to support a similar provision. While the officials said they did not expect an amendment to be added to the bill, they are confident that the compromise version of the legislation will include the Senate provision.

Back to Need-Based Aid

Robert K. Durkee, vice-president for public affairs at Princeton University, said the Senate amendment would "reaffirm the importance of need-based aid."

After the consent decree was signed, some student-aid experts predicted that some Ivy League universities would move away from offering only need-based aid, encouraging many other institutions to follow suit. Mr. Durkee said that the provision became law, the Ivy League institutions would probably issue a joint statement promising to keep need-based aid.

The amendment says that institutions of higher education can consult with companies that develop and process student-aid applications. The consent decree gave the Ivy League institutions the right to work with the College Scholarship Service, and Mr. Durkee said the universities wanted the option of working with other aid companies.

REQUESTS FOR PROPOSALS

RFP 2447 REQUEST FOR PROPOSALS Retirement and Tax-Deferred Variable Annuity Certificates

The Rhode Island Department of Administration/Office of Purchases, on behalf of the Rhode Island Board of Governors for Higher Education is soliciting proposals from qualified firms to offer investment vehicles and administrative services to employees of the board, under its defined contribution retirement plan.

This is a request for proposals, not a request for bid; responses will be evaluated on the basis of the relative merits of the proposal, in addition to price; there will be no public opening or reading of responses received by the office of purchase pursuant to this request.

Offerors must provide documentation describing their qualifications to provide the services required, including staff vitae, and a listing of similar contract or clients undertaken within the previous twenty-four (24) months.

Interested firms or individuals may submit proposals to provide the services covered by this request on or before April 3, 1992 at 4:00 p.m. Proposals received after this time and date will not be considered.

Proposals (an original plus 20 copies) should be mailed or hand-delivered in a sealed envelope marked:

"RFP: Retirement and Tax-Deferred Variable Annuity Certificates", and the request number to: Department of Administration, Office of Purchases, One Capitol Hill, Providence, RI 02908. Attention: Mr. John R. Young, Administrator, Purchasing Systems.

A copy of this request may be obtained by calling in person (only) at the office of purchases during normal business hours, citing the RFP number shown above.

Government & Politics

Business & Philanthropy

As Economy Hits Annual Funds, Colleges Step Up Efforts and Change Their Appeals

Small gifts down, big gifts steady, many report

By JULIE L. NICKLIN

Russell P. Geiger looked forward to his meeting with a business executive who was considering a major gift to Ohio Wesleyan University's annual fund. But when Mr. Geiger, the university's director of development, called the man's company to confirm the appointment, he learned that the individual had been laid off from his job.

As the recession continues to take its toll, such stories are increasingly common. At colleges and universities across the country, annual funds are experiencing rocky times. The \$25 and \$100 checks sent in each year by alumni, parents, and friends have provided an important source of unrestricted money for colleges. Unlike gifts to an endowment, money given to an annual fund is channeled directly into the current budget and spent on various college needs.

Goals May Not Be Met

But some fund raisers say they cannot count on the increases in their annual funds this year that they have experienced in the past. Many colleges have noticed significant drops in small gifts—the \$50, \$100, or \$500 donations that are paid directly out of a donor's income. In that range, donors are not giving as much—if they're giving at all—because they fear for their jobs and want to hold on to their money, officials say. The slowdown can have a ripple effect if a gift was to have been matched by a donor's employer.

As a result, many fund raisers are stepping up their efforts and changing their appeals. Some worry whether they will meet the goals they have set for this fiscal year. If not, colleges will have to find the money somewhere else—or do without.

"If it's in the budget to raise \$1-million next year to balance the budget, and you drop \$200,000, that hurts," says David M. Thompson, a partner in Thompson and Pendel Associates, a consulting firm in Arlington, Va. "You have to tighten the belt a proportionate amount to what's been raised."

Worrisome Signs

Fund raisers caution that their observations about giving this year are not conclusive because, in many cases, they haven't solicited the same donors or held the same fund-raising events as at this point last year. Yet, they are concerned about several emerging patterns. Among the worrisome signs:

■ Princeton University fell \$800,000 short of its \$19.5-million goal in 1991 and blames the recession. This year, Princeton is ahead of what it had brought in at this time last year. But officials say the next few months are the "real test" of whether Princeton can meet its \$20-million goal.

■ Rollins College reports that giving by parents has fallen 20 per cent this year.



Brown University's Samuel F. Babbitt, with vice-president for development Ann W. Caldwell: "People have a real sense of economic malaise."

Officials attribute the drop to the large proportion of parents who live in the Northeast, an area hit hard by the recession.

■ Brown University officials, having failed to meet annual-fund goals in each of the past two years, are discouraged again. Donations to the fund in fiscal 1992 have barely increased over the total raised by this time in fiscal 1991.

■ Fund raisers at Ohio Wesleyan University are concerned about an apparent slowdown in this year's annual giving. At the end of December, Ohio Wesleyan had raised 6 per cent more than it had by that time in fiscal 1991. But by the end of January, the annual fund was only 2 per cent ahead.

While many colleges report a decline in

small gifts, fund raisers say they are still receiving gifts at the \$5,000 and \$10,000 levels. Those gifts, which often come from earnings on investments, have continued because the stock market has remained relatively strong, fund raisers speculate.

Momentum From Capital Campaigns

Annual funds seem to be faring better at colleges and universities that are in the midst of capital campaigns that include annual-fund goals. The campaigns, officials say, establish a momentum that the funds cannot create on their own.

For that reason, Brown University officials look forward to announcing a five-year, \$450-million campaign this spring. The university hopes to raise \$55-million of that amount through annual giving.

Brown officials have been concerned about the decline in the annual fund over the past two years. In 1990 Brown raised \$9.3-million toward a \$10.5-million goal. In 1991, with the same goal, it raised only \$9.1-million. A mere 1-per-cent increase in annual giving so far this year seems to indicate that growth will remain flat.

"It's absolutely clear it's the economy," Continued on Following Page

"You look at annual giving as an important source of unrestricted funds. And if you don't get it, you have to shift the burden to somewhere else in the budget."

As Economy Hits Annual Funds, Colleges Step Up Efforts and Change Appeals

Continued From Preceding Page
says Samuel F. Babbitt, Brown's senior vice-president for the campaign. "People have a real sense of economic malaise." In fiscal 1992, Brown is counting on its annual fund to make up about 4.6 per cent of its \$180-million education and general budget. The goal for the fund is \$8.4-million, less than in the previous year because a challenge grant for the fund has ended.

The lackluster annual giving since 1990 has not left Brown's budget unbalanced, but it has forced officials to pull money from other sources—by reducing expenditures, increasing tuition, and using gifts to the endowment.

"You look at annual giving as an important source of unrestricted funds," says Donald J. Reeves, Brown's vice-president for finance. "And if you don't get it, you have to shift the burden to somewhere else in the budget."

Increases at Some Colleges

At some institutions, however, annual giving is showing increases—though not at the rates at which it has grown in the past. Officials wonder how long the growth will continue, given the changes in donors' giving patterns.

At Denison University, cash gifts under \$100 to the annual fund are down 18 per cent from 1991. Gifts in the \$100 to \$1,000 range have dropped about 2 per cent. On the other hand, gifts to Denison of

\$5,000 and more have increased more than 15 per cent this year.

"The stock market has been strong, and many of our top donors have been strong," says Jonathan E. Bridge, director of Denison's annual fund.

Aid From a Telephone System

Denison officials say the university's five-year, \$60-million campaign also puts more strength in their appeals. Those factors are keeping the annual fund virtually on track—overall—for 1992.

"We will be relatively unaffected by the recession," says Mr. Bridge. "The money will increase, but the participation is down."

The times are not gloomy for all. Some institutions are seeing the number of donors or the amount raised, or both, increase significantly. Illinois State University, for example, has increased the average 1992 alumni gift to more than \$55, up from \$28 in 1991. Officials attribute the success to a computerized telephone system installed last month.

In the first three weeks of the system's operation, the university raised \$139,525—more than half of what was collected in all of last year's annual fund drive. Based on those results, officials expect to raise \$500,000 by July.

"People are supporting this institution despite the recession," says Judith K. Riggs, Illinois State's associate vice-president for

institutional advancement and director of development. "What we're doing with the phone is making the difference."

But many fund raisers lament that it's simply not easy to ask for donations in these times.

"It's harder to talk to people because they are uncertain of their future," says Mr. Geiger, Ohio Wesleyan's director of development. "They're not in a donation-making mood."

To keep the number of donors and the level of gifts up, fund raisers are working harder. Many have increased the number of direct mailings and organized more phoneathons. Some are trying to make giving easier by accepting credit cards and by working with donors to have the gifts automatically withdrawn from bank accounts.

The most frequently used tactic, however, is a more-aggressive personal appeal. Fund raisers are spending more time visiting donors capable of making big gifts, hoping to make up for lost smaller ones.

At many places, the stepped-up fund-raising efforts are getting results. Brown officials say that more aggressive appeals explain why 14,550 people so far have made donations to this year's annual fund, compared with 13,182 at this time last year—an increase of about 10 per cent. Yet the actual amount of money Brown has raised has grown by only 1 per cent.

"Participation is probably going up because we are working harder to get it," says Mr. Babbitt. "But we're just not seeing a sense among donors that they're out of the woods yet."

PRIVATE SUPPORT

AMERITECH FOUNDATION
30 South Wacker Drive
Chicago 60606

Public policy. For a professorship in public-policy studies: \$1.5 million to U. of Chicago.

BOOTH FERRIS FOUNDATION
30 Broad Street
New York 10004

Libraries. For the on-line catalog: \$100,000 to Columbia U.

HAROLD K. L. CASTLE FOUNDATION
222 Merchant Street
Honolulu 96813

Facilities. For expansion of classroom space: \$100,000 to Hawaii Pacific U.

SAMUEL N. & MARY CASTLE FOUNDATION
222 Merchant Street
Honolulu 96813

Support. For expenses of a presidential search and for expansion of the library: \$115,000 to Hawaii Pacific U.

WILLIAM H. DONNER FOUNDATION
500 Fifth Avenue
New York 10110

Accreditation. For the National Academy for Advancement of Liberal Arts: \$100,000 over two years to National Association of Scholars.

WILLIAM AND FLORA HEWLETT FOUNDATION
525 Middlefield Road
Menlo Park, Cal. 94025

Information. For support of programs: \$750,000 to Research Libraries Group Inc.

RESEARCH CORPORATION
6840 East Broadway Boulevard
Tucson, Ariz. 85710-2R15

Research. For research in chemistry, physics, and astronomy: \$76,934 divided among 12 investigators from colleges and universities.

EDWARD G. SCHLIEDER EDUCATIONAL FOUNDATION
431 Gravier Street
New Orleans 70130

Medicine. For cancer research and education: \$1 million to Tulane U.

WAYNE AND GLADYS WALKER FOUNDATION
4000 Executive Parkway
San Ramon, Cal. 94583

Marine science. For the Marine Mammal Research Program: \$100,000 to Oregon State U.
For expansion of the student center: \$250,000 to Spring Hill College

Gifts & Bequests

Arkansas College. For the postgraduate travel and research fund: \$101,450 from an anonymous donor.

Augustana College (Ill.). For a professorship for studies in world peace: \$500,000 from William F. Howe.

Brown University. For a professorship: \$2-million from Henry R. Koss.

Capital University. For support of programs: \$2.1-million from the estate of Ernest G. and Esther M. Stein.

Corpus Christi State University. For a professorship in accounting: \$50,000 from Virginia C. Joslin.

Drew University. For programs in its inter arts: \$200,000 from Mary and Daly's Osmund Jaeger.

Kansas State University. To expand and renovate the library: \$2-million from H. D. and Joyce Vanier Hale.

Lincoln Memorial University. For its center for health sciences: \$600,000 from the family of William Schell.

Muhlenberg College. For programs in performing arts: \$1-million from Dorothy and Dexter Baker.

North Carolina State University. For a capital campaign: \$11-million from Reel C. Ivey II.

Northwestern University. For professorships: \$10-million from Cate Deering McCutcheon.

Otterbein College. For a general-purpose academic building: \$250,000 from Edwin L. and Mary Lee Roush.

University of California at Berkeley. For the school of law's building: \$500,000 from G. William Miller.

For student loans: \$1-million from Jeff and Constance Shih.

University of Northern Colorado. For athletics programs and the college of business administration: \$1-million from Richard L. and Chris Mader.

Note Book

Administrators at Fort Lewis College have reached an agreement with members of the institution's political-science club that will allow a leader of the Ku Klux Klan to speak this month at a campus forum on racism.

The club filed suit along with the American Civil Liberties Union after the college president, Joel M. Jones, told the club it could not invite Shawn Slater to speak on the campus. Mr. Slater is a leader of the Colorado chapter of the KKK.

Mr. Jones said the college could not afford to provide security that would be necessary to prevent any violence that might break out as a result of Mr. Slater's talk. But the political-science club said the issue was a matter of free speech.

Under the agreement, the club will pay up to \$4,000 of the \$25,000 the university estimates it will cost for local police officers to patrol the event.

Some faculty members at the University of Wisconsin want their institution to adopt a new version of the hate-speech code that a federal judge struck down last fall.

The university's Board of Regents is scheduled to review the new code this week. Written by Ted Fisman, a law professor at Wisconsin's Madison campus, it is narrower than the first code.

The new rules say a student can be punished for uttering racist, sexist, or age-related epithets against another person. The code defines an epithet as a word, phrase, or symbol that "would make the educational environment hostile or threatening" and "tend to provoke an immediate violent response."

The original code, which the federal judge ruled was overly broad, banned a variety of other "discriminatory statements" and did not include the provision about provoking a violent response.

Jeffrey Kassel, the Madison lawyer who represented students who challenged the original speech code, says the new rule is "definitely narrower, but maybe not narrow enough" to pass judicial muster.

Students and faculty members at Lehigh University performed last week in a talent show called "Lehigh Night at the Apollo" as the conclusion to the institution's celebration of Black History Month.

The Apollo Theater in New York is prominent in black history because many leading black entertainers made their first public performances there. The Lehigh event was modeled on performances at the Apollo from the 1960's and 1970's, when the theater was in its heyday.

Students and faculty and staff members sang gospel and folk songs and performed stand-up comedy routines during the talent show, which was held at the Stage Door, a non-alcoholic pub on the campus.

Students

Students Fight Administrators and Each Other for Editorial Control of Campus Newspapers

Controversial articles have led to dismissals of editors and protests by angry readers

By SUSAN DODGE

Student journalists are fighting battles on two fronts: one against administrators who want greater editorial control of student newspapers, and another against students and professors who are trying to stop them from publishing controversial advertisements, cartoons, and articles.

Friction between student journalists and administrators has existed for years on many campuses. In recent months, however, many arguments over content have escalated.

On some campuses, college administrators have fired student editors who they

say failed to work with faculty advisers. In turn, some student editors and reporters have responded to the increased pressure from administrators by resigning from their campus newspapers and starting alternative publications.

More Requests for Legal Advice

The Student Press Law Center, which monitors legal cases involving newspapers at colleges and high schools, has received an increasing number of requests for legal advice regarding censorship. Last fall the center got about 1,300 such requests—more than in any other period in the last

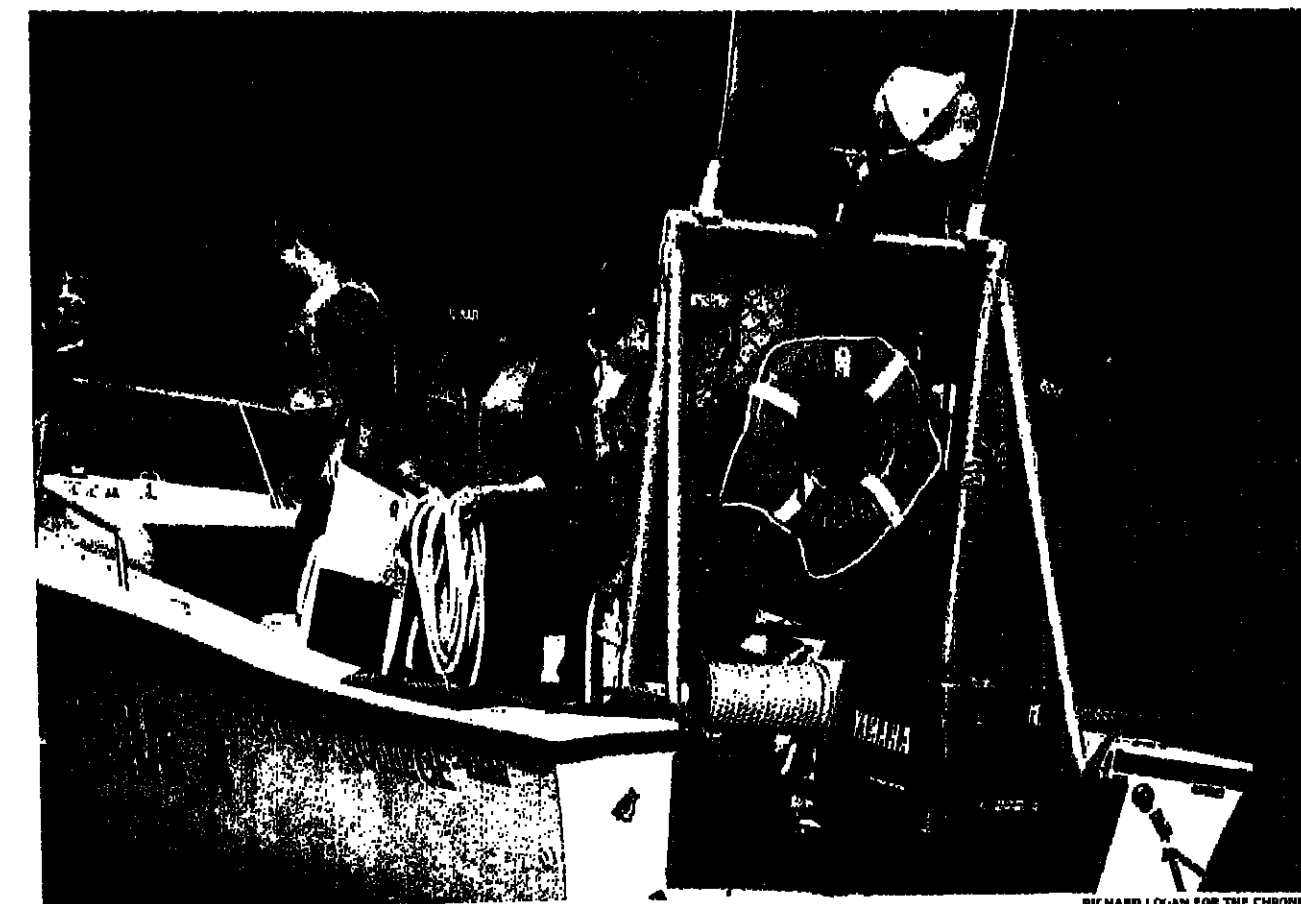
decade. About 60 per cent were from college journalists.

The problems between student editors and administrators arise in part because most student newspapers receive some kind of financial support from their institutions. At least 10 per cent of the budget of many newspapers is made up of student-fee money collected by the student government. The newspapers must apply for the money each year. Colleges often offer the publications rent-free space and equipment, such as computers and cameras.

The financial link leads some administrators to

Continued on Following Page

Student Volunteers Patrol for Boaters in Distress as Part of Work on Eckerd College's Rescue Team



To join Eckerd College's Search and Rescue Team, students must pass rigorous written and physical-skills tests. Above, volunteers aboard Sea Rescue Four.

By MICHELE N-K COLLISON
ST. PETERSBURG, FLA.

Sea Rescue Four had finished three hours of drills and was heading home for the night when a call came in from the Coast Guard: A sailboat caught in a torrential downpour had put out an SOS. Twelve-foot waves were tossing the boat around like a toy. In a matter of minutes, the sailboat was taking on water.

Out of the squall came Eckerd College's Search and Rescue Team in a 21-foot Makro powerboat. The student rescuers immediately went to work pump-

ing water out of the small craft. "You don't have time to panic," says Steve Brundage, a junior and a coxswain. "It has to be done and it has to be done right now."

'This Is Action'

Rescues are all in a day's work for the 38 student volunteers who make up the Eckerd College team. Dressed in snap-blue uniforms, the 23 men and 15 women patrol Tampa Bay and Boca Ciega Bay on the lookout for missing boaters or boaters in distress. While typically most of their rescues involve

towing stalled boats, the students also right overturned craft, perform paramedic duties, fight blazes, and dive for drowned swimmers.

The students, who must pass rigorous written and physical-skills tests, get no salary or university credit for their services. "The hook is the search and rescue," says Bill Covert, director of Eckerd's waterfront program. "This is action, and at 18 it's a wonderful experience to be out on a boat and rescuing people."

Some come to the program with con-

Continued on Page A37

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Caucasian Americans	38.43
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Friction Grows Over Editorial Control of Student Newspapers

Continued From Preceding Page

trators to believe they should have some control over the newspapers, but students frequently respond that they should be able to operate the newspapers as they see fit, regardless of where the money comes from.

Says Tom Rolnicki, executive director of the Associated Collegiate Press, a Minneapolis-based network of college newspapers: "Many student-newspaper editors who think their papers are independent don't realize some of the ways they are dependent on their institutions. Even if they don't receive direct financial support from an institution, they often get rent-free office space and janitorial service, which means they're not totally independent."

Bad Publicity

The battles over the editorial content of campus newspapers also come at a time when administrators are fighting bad publicity stemming from cost overruns and rising tuition. At the same time, administrators are struggling to recruit students in a competitive market.

"They are very sensitive to bad press," says Mark Goodman, executive director of the Student

"Many student-newspaper editors who think their papers are independent don't realize some of the ways they are dependent on their institutions."

Press Law Center. "It's harder to recruit large numbers of students these days, so it's more important to administrators to try to control what people know about their campuses."

The tension between administrators and student editors is evident at the Ohio State University, where three editors resigned and seven others were fired after members of the journalism faculty issued a policy statement that the student newspaper's faculty adviser had the authority to review articles for libel before publication.

Before they departed, the editors of *The Lantern* protested the decision by publishing an editorial on the paper's front page.

"We fear that this policy of prior review may trigger a landslide," the students wrote. "Today, a story is killed because it is libelous. Tomorrow, a story is killed because it may be libelous. Down the road, a story is killed because it shows a negative side of the trustees."

Going Underground

Some of the students who left *The Lantern* formed an underground newspaper called *The Independent*, which operates from an off-campus office and is supported totally by advertising revenue.

Because *The Lantern* is not incorporated separately from the university, says Kevin Stoner, an assistant professor of journalism,



Louis Maglio of Palm Beach Atlantic College, with fellow editor Kittle Stuart. "We feel freer to write about some issues."

Ohio State must protect itself against potential libel suits by appointing a faculty adviser who has the authority to review each issue. Mr. Stoner says faculty members must supervise the publication because students often lack the expertise to know when articles are libelous or factually incorrect.

"We try to choose very responsible students to edit the newspaper; the rub comes when the students don't recognize libel," he says.

No threat of libel prompted Ohio State faculty members to craft the new policy. They decided to review the faculty adviser's role last fall when a search was under way to hire a new one.

Thomas A. Schwartz, an associate professor of journalism at Ohio State, says the only way students can effectively learn the business of journalism is by running campus newspapers on their own. "The paper is supposed to be a laboratory of the free press," he says. "It's incompatible to teach in the traditions of journalism and not grant editorial independence." Mr. Schwartz opposed the decision by other faculty members to allow an adviser to read the student newspaper before publication.

Concerns Over Libel

Administrators at Palm Beach Atlantic College say they also are concerned about libel. They set up a system last fall in which a faculty adviser read *The Rudder* before it was printed and discussed any objectionable articles with the vice-president for student development. The vice-president could then bar the student editors from printing libelous or obscene words. The college is affiliated with the Baptist church.

The newspaper-review policy was put to the test when college administrators objected to obscene language in a letter the editors wanted to print. The letter criticized a college policy that prohibits

might be a new newspaper this fall."

Louis Maglio, a junior who was editor of *The Rudder*, says: "If the administration is so worried about critical thinking or forcing some sort of theological line, they're not going to have a newspaper. They're going to have a public-relations paper."

Pressure From Students

Mr. Maglio and other students recently started an alternative newspaper called *The Udder*, which is put together in students' apartments and is financed by money from advertisers and a few donations.

Student journalists on some campuses say that, in addition to confrontations with administrators, they are facing pressure from other students and faculty members.

Some college editors say they now must be "politically correct" in deciding what to print in their papers or risk the wrath of student groups.

Students and faculty members held emotional protests on several campuses recently after student newspapers carried advertisements questioning whether the Holocaust had occurred (*The Chronicle*, November 27, 1991). Some of the newspapers ran the advertisement without comment, while others published it with an article voicing complaints from students and faculty members. Still others refused to print it.

Offensive Cartoon

An editor at *The Nicholls Worth* at Nicholls State University published an apology for running a cartoon that poked fun at three black singers in a rap group that had performed on the campus. Black students had burned about 150 copies of the paper in protest after the cartoon appeared. The students said they were offended by the exagger-



Marty Authement of Nicholls State: "These days you have to be more sensitive than you usually would be."

ated features of the cartoon figures and the stereotypes it reinforced.

Marty Authement, a junior editor of *The Nicholls Worth*, says he has been spending much of his time recently talking with black students who are still upset about the cartoon.

Although Mr. Authement says he "used poor judgment" in allowing the cartoon to appear, he says he is concerned that "political correctness is limiting what journalists can do." He adds: "These days you have to be more sensitive by the strict law of political correctness, there's not much left."

But Eric Knatt, a junior president of a black fraternity, Nicholls State, says the protest didn't have anything to do with being politically correct. "It's not one to hide behind racism and claim that everything in society is racist," he says. "But the cartoon clearly degraded the black race."

The student newspaper at the University of Wisconsin at Madison

"The paper is supposed to be a laboratory of the free press. It's incompatible to teach in the traditions of journalism and not grant editorial independence."

son, *The Daily Cardinal*, carried a front-page apology after it published a photograph of two boys with their hands raised in protest signs. The paper published the photo with only a caption. When the photographer took the picture, he told the boys they could do anything they wanted when he snapped the shot.

About two dozen black students protested, saying the photo perpetuated stereotypes about blacks and endangered the lives of the two boys in the photo, whose names were printed in the caption.

Not a Practical Option

Student journalists say they are in a quandary over how to keep editorial control over their publications. A few student editors have attempted to become more independent. Students at Syracuse University's campus paper, *The Daily Orange*, recently returned financial assistance they had received from the student government so the paper could become independent.

But for most student publications, independence is not a practical option: The money they make from advertising is not enough to keep the papers operating. Students on these papers usually must choose between working under the supervision of faculty members or striking out on their own to work for independent publications.

Mr. Maglio at Palm Beach Atlantic says he enjoys working for *The Udder*, the alternative student newspaper. "Things have taken a lighter turn," he says. "We're having fun with it, and we feel freer to write about some issues than we did when we felt like there was a censor looking over our shoulders."

Students

Students on Eckerd's Rescue Team Patrol for Boaters in Distress

Continued From Page A35

siderable boating experience. Some come with none. But all have to undergo the same training—learning how to tie lines, repair engines, and set anchors.

Freshmen learn the ropes from the upperclassmen and the four instructors who work for the college. In their sophomore year, students can decide to specialize and train to become paramedics, members of the Eckerd dive team, or boat captains. Graduates have gone on to become marine scientists, Navy and Coast Guard officers, doctors, and police officers.

The team's reputation has spread across the country, and the search-and-rescue group has become a recruiting tool for the college. The opportunities for leadership and development are the primary attractions, the sailors say.

"It just hit me when I was out running a case the other day," says Mr. Brundage. "I'm in charge of a \$40,000 boat. It's an awesome amount of responsibility."

Coast Guard Was Wary at First

Mark Verrico, a freshman, decided to join after he saw team members around the campus. "I saw them carrying around pagers, and when those pagers went off, they were gone for another important rescue on the seas. You can only do so much hanging around before it gets old. This is much more exciting."

In the past, the Coast Guard performed many of the search-and-rescue duties on the two bays. But the agency has been swamped with other duties and looks to civilian outfits to help. "The Coast Guard doesn't rush out and tow people," says Mr. Covert. "They are busy with immigration and drug interdiction. So they use local resources to help with their mission."

Before the Coast Guard would trust Eckerd's team, the students had to prove they were committed. "At first the Coast Guard was wary," says Mr. Covert. "Maybe we were a bunch of kids who were just out playing Coast Guard. They wondered if we were going to be here today and gone tomorrow like other student clubs."

Help in a 1980 Disaster

The most renowned mission, and the one that earned Eckerd's team the respect of Tampa's boating community, was its participation in a search-and-rescue effort after the Sunshine Skyway Bridge collapsed in 1980. Eckerd's team was one of the first rescue groups on the scene. Divers had to recover the bodies of 22 people from a Greyhound bus that had fallen into Tampa Bay when a freighter hit the bridge. "It was horrifying to see this enormous Greyhound bus turned over and know people were trapped inside," says Mr. Covert. Pictures of the exhausted young rescuers removing the victims from their watery grave were featured in newspapers around the world.

The team was formed in 1971 to assist Eckerd students and faculty members who participated in water

cue team. About 40 drop out after they hear about the rigorous training. Others cannot pass muster because they flunk the written tests or can't master boating skills.

In addition to their other duties, the students learn to maintain the boats they use, from fixing the engines to cleaning the decks.

\$100,000 From Donors

The program uses four rescue boats and three Army surplus boats, which the students sink or tow in training exercises. The college just built a new center on the bay last fall to house the program. The center includes training facilities and a state-of-the-art communication center so rescue teams can be contacted while they are patrolling. Although the college provides

operating money for the center, the rescue team must raise its own funds to purchase and maintain the boats. Last year, donors gave the team about \$100,000. Other contributors donate boats that the students and staff members refurbish to sell.

Many of the boaters don't realize their rescuers are college students. "Last week we pulled a boat that was stuck on the beach and the men asked who we were," says Steve Taylor, a sophomore. "They couldn't believe we were students."

One of the rescue squads was performing drills on Boca Ciega Bay on a recent day. The upperclassmen constantly quizzed the freshmen on local geography. (The rescuers must immediately be able

to identify bridges, islands, and sandbars.) The entire crew performed heaving drills, practicing their accuracy in throwing a line to an imaginary victim. The team also ran fire drills, pumping sea water through a fire hose and aiming it at the bottom of an imaginary craft.

One standard lesson involved blindfolding crew members and requiring them to perform their duties. "A lot of boating is feel," says Jennifer Necker, a boating instructor. "I blindfold them and let them go around the boat. They have to be able to do this when it is dark or when it's raining so hard they can't see 10 feet in front of them."

Apparently the exercise helps improve students' agility. None of the blindfolded crew members have gone overboard yet.

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Athletics

Controversy continues to surround the University of Colorado's football coach, Bill McCartney, whose outspoken views on rape and abortion have put him under siege in the past. The latest uproar was prompted by the coach's involvement with a group trying to overturn state legislation that protects homosexuals from discrimination in housing and employment.

Last month Mr. McCartney's name appeared on a letterhead for the group, called Family Values. An investigation by university lawyers found that Mr. McCartney had not intentionally violated the university's policy barring employees from using their positions to support personal causes.

Later at a news conference, Mr. McCartney said he would be more careful about where his title was used. But then the coach, who was wearing a sweater bearing the team's name, offered an explanation of his views, calling homosexuality an "abomination."

Mr. McCartney's remarks prompted more than 100 protesters to gather on the campus, calling for his resignation and asking the university to extend protection under its anti-harassment policy to those who are victimized because of their sexual orientation.

University officials say they plan to appoint a panel to examine the campus climate for homosexuals. Mr. McCartney, who has been Colorado's coach for 10 years and led the team to a national championship in 1990, has come under fire before. A born-again Christian, he has lent his support to anti-abortion groups and was forced by the American Civil Liberties Union to end a requirement that his football players join in prayers before games. He has also been criticized for questioning date-rape charges against two football players, saying physical abuse always accompanies rape.

Ginny Doyle, a player for the University of Richmond's women's basketball team, and Billy Packer, a television basketball analyst, have settled the score between them.

Early this year Ms. Doyle set a National Collegiate Athletic Association record for men and women for the most consecutive free throws: She made 66 in a row.

In a broadcast the next day, Mr. Packer implied that the record wasn't legitimate because women use a smaller basketball than do men.

The University of Richmond invited Mr. Packer and Ms. Doyle to a shootout, with an anonymous donor promising \$5,000 to the men's basketball program if Mr. Packer won or \$5,000 to the women's program if Ms. Doyle won.

During last month's contest, Mr. Packer, who was an 82-per-cent free-throw shooter when he played for Wake Forest University in the early 1960's, hit 12 of 20 shots from the line. Ms. Doyle hit all 20 shots—swishing 18—using a men's ball.



Richard Lane of the university's sports-booster group: "We are in Florida, where everyone loves football. Let's add to that 110,000 South Florida alumni, and you have a winning combination."

As Part of Quest for National Stature, U. of South Florida Debates Whether to Start a Big-Time Football Program

Many people want to add a team, but critics ask if the campus can afford one

By DEBRA E. BLUM

TAMPA, FLA. A student playing a pickup game of basketball on the University of South Florida campus here says he knows why his institution doesn't have a football team: The man and woman who donated much of the land on which the university was built, he says, stipulated that the institution never have a football team because their son had died while playing the sport.

Another student playing in the game tosses up a shot on the outdoor court in the shadow of the Sun Dome—the university's 10,400-seat basketball arena—and offers his version of the story: When the institution decided to build "that," he says pointing to the large, bubble-topped stadium, it promised donors there would never be a football team to compete for fans' allegiance.

In his office, Paul S. Griffin, South Florida's athletics director, smiles at the explanations. He offers another: The state charter prohibits the university from playing intercollegiate football.

Rapid Growth

"All myths," Mr. Griffin says. "But we get people asking 'Why not a football program?' all the time. I mean all the time."

It's not hard to see why the question is on the tip of so many tongues. South Florida, the second-largest university in the nine-member state system, boasts more than 32,000 students and is a rapidly growing institution in a rapidly growing metropolitan area, smack in the middle of a state crazy about football. It also has made no

bones about its ambition to enhance its national reputation and soon become viewed—by popular magazines that rank colleges and universities—as one of the top 25 public institutions in the country.

Many people here believe a football team—and more specifically a winning team—would help put South Florida in that spotlight. But as the university debates whether or not to start up the sport,



Randy Miller, an assistant professor of mass communications: "Can we sustain support for a team until we are one day playing and beating the Gators? I say No."

others are not sure if it can win a place in the spotlight, if it can afford to put itself there, or even if it's the best light to be in.

"There are so many factors to consider, so many constituents to take into account, that we have to take the decision process very slowly," says President Francis T. Horkowski. In January he appointed a 21-member panel of students, professors, staff members, alumni, and community leaders to address three questions:

- Is it appropriate for South Florida to embrace football?

- Can the university establish a model that could be emulated by other institutions?

- Are the financial resources available?

Mr. Horkowski also hired a consultant to determine the university's options and what they would cost.

The reports from both groups are in. The consultant described several possible programs, ranging from a non-scholarship club-level team that would cost \$280,000 a year, to a team—competing at the top level of the National Collegiate Athletic Association—that would need \$8-million a year to operate.

The university committee said Yes to the president's questions, and gave the go-ahead to begin considering the consultant's options.

Mr. Horkowski says he may make a recommendation to the university system's regents by June.

Since 1968, 94 NCAA member institutions have started new football programs while 86 have dropped the sport. In all those cases, observers say, opinions on how much and in what way an institution's

resources and reputation were affected by football were mixed.

The benefits, supporters of football programs point out, are manifold: more opportunities for students to participate in sports, heightened campus spirit, broadened name recognition in the state and the nation, more applications for admission, and improved fund-raising capabilities.

Drain on Resources Seen

But the drawbacks loom even larger, critics say. While fame and fortune may come to a few lucky colleges with winning seasons and sellout crowds, most football teams—playing at a competitive level with scholarship athletes—are a drain on resources, they say.

In particular, critics question the timing of South Florida's move when the university has had to absorb \$27-million in budget cuts over the last year and a half. They also say it's a bad time for college sports, which have come under increased scrutiny in recent years amid concern about academic troubles of athletes and escalating costs.

Despite firm promises by Mr. Horkowski that both the budget and the integrity of a football team would be closely monitored, skeptics remain unpersuaded.

"There may be talk of a squeaky-clean program at the outset, but I'm not convinced that when someone who can win a game for them gets in trouble or when post-season competition is on the line, the administration here or at other universities feels compelled to exercise the necessary amount of discipline and oversight," says Linda Lopez McAlister, a professor of women's studies and philosophy.

She, like others who doubt South Florida's resolve to run a football program properly, points to the botched handling of rape charges against a former basketball player, Marvin Taylor, in 1989. A recent investigation by a panel appointed by the state regents found that university officials had violated rules and manipulated disciplinary proceedings to keep Mr. Taylor eligible to play. In the wake of the criticism last month, South Florida's vice-president for student affairs resigned, and Mr. Horkowski was reprimanded by regents.

Academic-Only Focus at the Start

When South Florida was established in the late 1950's, intercollegiate sports were clearly not on its agenda. John Gerdes, the director of sports information, tells the story that the founding president, John S. Allen, was so firm in his conviction that the institution would have an academic-only focus that he made sure the basketball court in the campus's only gymnasium would be too small for competitive play.

Whether apocryphal or not, the anecdote underscores a deep-seated sentiment still evidenced by some faculty members here. Since Mr. Allen's time, however, the university has steadily introduced intercollegiate athletics, now fielding 14 men's and women's teams that play in the Metro Conference of the NCAA's Division I. South Florida's most visible sport is men's basketball, which has met with moderate success and growing support.

Attendance at men's basketball games has been closely measured at South Florida since one question mark about the viability of a football program involves the fans. Average attendance at the games this

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Supreme Court Rules That Victims of Intentional Sex Bias Can Sue Colleges for Punitive Damages Under Title IX

WASHINGTON

The Supreme Court ruled unanimously last week that victims of intentional sex discrimination can sue their colleges for punitive damages.

The ruling opens up, for the first time, the possibility of monetary damages under Title IX of the Education Amendments of 1972, which bars sex bias at schools and colleges receiving federal aid.

Legal experts, most of whom were surprised by the decision, said victims of sexual discrimination and harassment would be less fearful of retribution and more likely to seek redress in the courts.

Women's sports administrators welcomed the ruling as the latest in a series of positive signals about Title IX compliance in athletics. Two weeks ago the Education Department's Office for Civil Rights found discrimination in the sports program at Brooklyn College, and it is preparing a memorandum warning colleges not to violate the law as they cut sports programs.

'An Extraordinary Win for Women'

"Progress in the area of civil rights usually results more from the creation of a critical mass than from single acts," said Donna A. Lopiano, director of women's athletics at the University of Texas at Austin. "This is one more, and by putting it on top of the heap, you hope it will start the ball rolling."

Women's sports advocates said they expected the Supreme Court decision to make colleges treat men's and women's sports equitably and to encourage female athletes and coaches to sue any institutions that do not do so.

"This is an extraordinary win for women and girls in education," said Ellen Vargyas, executive director of the National Women's Law Center. "It finally says that Title IX has got to be taken seriously."

"The victims—thousands of young women who have not gotten athletic scholarships because four of five scholarships go to men—are now going to get compensation. And schools are going to get the message. They will know, all of a sudden, in this 20th anniversary of Title IX, that it is now in their narrow, pecuniary self-interest to do what's right."

Not all women's advocates were pleased by the decision. Merrily Dean Baker, assistant executive director of the National Collegiate Athletic Association, said that, "in such a litigious age," she did not "want to see our focus change from one of achieving equity to one of personal gain."

She added: "I would rather see us do right because it's the right thing to do, rather than because we're afraid somebody's going to sue us."

Opposed by Bush Administration

The case upon which the Supreme Court's ruling was based involved a high-school student who charged that she had been sexually discriminated against when a school employee harassed her and officials inadequately investigated her complaint. Two courts upheld the student's discrimination claim, but both declined to award her punitive damages, saying that Title IX allowed only compensatory dam-

ages such as back pay or reimbursement of legal fees.

The Supreme Court disagreed, despite arguments by the Bush Administration opposing the award of damages. Joined by five other members, Justice Byron White wrote that "absent clear direction to the contrary by Congress, the federal courts have the power to award any appropriate relief in a cognizable cause of action brought pursuant to a federal statute."

Three other justices, led by Justice An-

tonin Scalia and including Justice Clarence Thomas, concurred with the judgment but expressed reservations about the Court's willingness to grant such expansive remediation to a right that had not been explicitly granted by Congress.

While the ruling may have the greatest impact on discrimination in college sports, legal experts also said it would give added protection to students and staff members who are subjected to sexual harassment.

—DOUGLAS LEDERMAN

The Saga Continues: Tarkanian Asserts He Won't Go; UNLV Says, 'Yes, You Will'



Jerry Tarkanian at a rousing 2 1/2-hour rally at a local church: "We got torn up from the inside."

By DOUGLAS LEDERMAN

The seemingly interminable saga of Jerry Tarkanian took another remarkable turn last week, as officials of the University of Nevada at Las Vegas flatly rebuffed the basketball coach's attempt to rescind his resignation.

Mr. Tarkanian, who agreed in June to quit as UNLV's coach after the 1991-92 season, which ends this week, reversed himself last month. Mr. Tarkanian said he wanted to defend himself against new charges leveled at his program, and said the university had voided the resignation agreement by disparaging him and leaking critical information about his team to the media.

'The Matter Is Closed'

"We got torn up from the inside," he told a crowd of supporters after a rousing 2 1/2-hour rally at a local church.

University officials scoffed at Mr. Tarkanian's charges that they had released information that damaged him. And they said bluntly that Mr. Tarkanian's resignation would not be reconsidered.

"Jerry Tarkanian submitted a legally binding resignation, the university accepted the resignation, and the matter is closed," said Robert C. Maxson, the university's president. "There is no need for any additional discussion."

UNLV's basketball team has been one of the most visible programs in college sports for more than a decade because of its success on the court, its rule breaking, and Mr. Tarkanian's legal battles with the National Collegiate Athletic Association.

The team has been banned from this month's Division I basketball tournament as the final punishment for violations committed in the Runnin' Rebel program in the mid-1970's. The penalty was delayed because of Mr. Tarkanian's lawsuit against the association. (UNLV's players said last month, however, that they might sue the NCAA and the university in an effort to reverse that penalty.)

The NCAA has now charged the basketball program with 29 violations of the association's rules, but has been unable to conclude its investigation because of a Nevada law that restricts its enforcement procedures. The association has sued Mr. Tarkanian and other UNLV officials, and the case is expected to go to trial this month.

Relations between Mr. Tarkanian and university officials have deteriorated badly since June, when the *Las Vegas Review-Journal* published photographs of three former UNLV players with Richard Perry, a booster who had been convicted of fixing sporting events.

Since then, the coach and his supporters

Continued on Following Page

South Florida Debates Whether to Start a Big-Time Football Program

Continued From Preceding Page
season has been 7,200, including 3,500 students. But about half of the home games are on weekdays, and some observers wonder if the largely commuter student population could be drawn back on weekends to watch football.

Their concern is compounded by the sense that football at South Florida—at least at the beginning—would not be as exciting to watch as the games played by many of the state's established favorites, like Florida State University and the University of Florida.

Competition From Pro Teams

"The basic question is, Can we sustain support for a team until we are one day—if ever—playing and beating the Seminoles, the Gators?" says Randy Miller, an assistant professor of mass communications. "I say the answer is No. McNeese State, University of Tennessee at Chattanooga, these are good schools, but playing them certainly doesn't hold the same appeal as the real big-time games."

A South Florida team would be competing not only with other college teams for the fans' attention, Mr. Miller says, but with Tampa's professional sports teams, including the Buccaneers of the National Football League, and nearby entertainment centers such as Disney World and Sea World.

Richard Lane, president of the Athletic Association, South Florida's sports-booster group, says being in a sports town would work to

the university's advantage when trying to sell the team.

"This area loves sports, and we are in Florida, where everyone loves football," says Mr. Lane, who owns an insurance company in the city. "Let's add to that 110,000 South Florida alumni, and you have a winning combination."

He is confident, he says, that the university could get 10,000 people to buy two season tickets each at \$100 each—even if they were not promised an opening game for four more years. Money from ticket sales, along with private donations would build the endowment needed to start a team, he says.

According to the consultant's report, a successful Division I-AA football team—one that is playing and beating such institutions as Florida A&M University and Samford University—should expect to be supported in part from the interest on a \$10-million endowment. In addition, the report says, annual revenue should come from private contributions of between \$250,000 and \$400,000; \$375,000 in student fees; and other sources, such as television contracts and conference payouts, that should amount to at least \$300,000. The university should make as much as \$600,000 a year from ticket sales.

'Serious Words of Caution'

Bill Arnold is the assistant athletics director at the University of Central Florida, one of the other eight institutions in Florida's university system. He says that while

he hasn't seen the consultant's report on South Florida football, he would warn his neighbors about the perils of overestimating financial support and team success.

Central Florida, which moved its club-football program to the NCAA's Division II in 1980, found itself almost \$500,000 in the red after one season, in large part because of unrealistic ticket-sales projections, Mr. Arnold says.

Tarkanian Asserts He Won't Go; UNLV Says, 'Yes, You Will'

Continued From Preceding Page
have harshly criticized Mr. Maxson and some of his aides, accusing them of waging a campaign to undercut the coaches.

In October the coaches complained after UNLV officials admitted they had ordered the campus police to videotape secretly a conditioning class run by Tim Grgrich, an assistant coach. UNLV officials had suspected that improper practices were taking place, but the evidence was inconclusive.

Point Shaving Investigated

Mr. Grgrich also complained that his mail had been opened, and coaches contended that they had been followed by student spies.

The latest blow to Mr. Tarkanian came last month, when the *Review-Journal* reported that federal officials were investigating possible point shaving by UNLV players last year. The investigation into point shaving reportedly stemmed from

Through cost-cutting and fundraising efforts, the university has since retired a debt that had grown to over \$1-million. But this year, in its 12th season the football team, which has since moved up to the Division I-AA level, still had only 7,000 season-ticket holders—considerably less than the 20,000 expected in the first season.

"I wouldn't tell anyone flat out not to go with football, because it's

a broader inquiry into the dealings of Mr. Perry, the booster.

Mr. Tarkanian responded angrily to the report, denying the charge and insisting that it had been planted by university officials.

Mr. Maxson denied that the university had initiated the point-shaving story, saying it would be crazy to bring such negative publicity on itself.

Rather than responding point by point to Mr. Tarkanian's charges, the president tried last week to put the increasingly bitter conflict in a more sweeping perspective.

"The issue here is whether UNLV is going to become a serious academic institution or not," Mr. Maxson said. "This is a struggle for the soul of this institution. The question that will be answered here is essentially this: What is our mission? Why do we exist? Are we here to teach and learn, or are we here to house big-time athletics?"

What will happen next is not yet

been a boon to our university many ways," Mr. Arnold says. "But I would convey very serious words of caution about taking such an enterprise."

That kind of warning is not lost on South Florida's administrators or professors—and, especially, on its president. At his twice in an hour-long interview, Mr. Borkowski echoed a sentiment that is often heard on campuses: "We will grow as fast as our alumni and our Tampa-area base will support."

clear. If both sides stand firm, the situation seems likely. The University of Nevada regents were scheduled to hold a meeting last week but were not expected to address the issue directly.

Meanwhile, a prominent professor suggested last week that the faculty senate ask UNLV's administrators and regents to suspend the basketball program for two years.

James Deacon, a biology professor, said the suspension was needed "to allow us some time to emerge from the present absolutely destructive situation we have."

Mr. Deacon said he believed the NCAA would find that the lack of control over the program and would punish the program severely. "We should reconstitute the basketball program that can be actual part of the university, rather than what a group of Turk supporters is trying to make it into." The senate is expected to weigh the proposal next week.

Dispatch Case

A delegation of science leaders from the Commonwealth of Independent States met with U.S. officials in Washington last week to discuss how they plan to dismantle the Russian nuclear arsenal and employ weapons scientists in civilian activities.

Evgeny Avrorin, scientific leader of the physics institute at Chelyabinsk-70, a former Soviet nuclear-weapons laboratory, said more than 30 proposals for putting former weapons scientists to work in such areas of basic research as "high-pressure physics, nuclear physics, and laser physics" had been discussed by the group. Mr. Avrorin said laboratory officials like himself hoped to obtain seed money from foreign sources for projects that would produce commercial returns.

With all the attention being given to supporting Russian nuclear scientists, many U.S. policy makers are worried that proposals to provide international assistance to civilian scientists in the former Soviet Union not be lost.

At a closed-door meeting last week at the Brookings Institution, Russian and American science leaders gathered to discuss ways in which they may be able to assist civilian Russian researchers, many of whom are leaving their country because of reductions in government support and the lack of hard currency to pay for laboratory equipment, chemicals, and journal subscriptions.

A similar discussion, with representatives from the Bush Administration including D. Allan Bromley, the President's science adviser, is scheduled for this week at the National Academy of Sciences.

Thomas J. Ratchford, associate director for policy and international affairs at the White House Office of Science and Technology Policy, said the Administration planned to use the meeting to discuss and craft a "variety of activities" that would assist the Russian science enterprise.

The Royal Society of London and the National Academy of Sciences last week issued a joint statement warning world leaders not to expect science to cure the ills of poverty and human degradation of the global environment.

With world population "growing at the unprecedented rate of almost 100 million people every year," and human activities producing major environmental changes, the statement warned, "science and technology may not be able to prevent either irreversible degradation of the environment or continued poverty for much of the world."

The two academies said they hoped to stimulate debate about this problem among scientists, policy makers, and the public, and planned to organize a scientific conference early next year "to explore these issues in detail."

International



Yuri Dnestrovsky, a specialist in thermonuclear physics at Moscow State U. "What took decades to build up is now taking months to destroy."



Anya Shovchenko, who works in Moscow State's superconductivity lab: "Our theoretical work is of a very high quality, but our technology is very poor."

Exodus of Researchers Stirs Fears Over Fate of Science in the Former Soviet Union

By JUSTIN BURKE

MOSCOW
In a secluded corner of Moscow State University's campus stands a rundown building made of corrugated metal. The structure, about the size of a large mobile home, looks like a utility shed but actually houses the university's main laboratory for superconductivity research.

Despite its ramshackle appearance, the building is cozy inside, and the lab features plenty of sophisticated electronics equipment, including IBM computers. It is far better equipped than the rest of the physics department. Yet the working conditions—relatively comfortable by Moscow standards—have done little to stop the exodus of physicists from the lab.

Whether they are moving into other professions in Russia, or aiming to continue their scientific careers abroad, physicists are leaving the lab in droves. The older and more experienced have been the first to go, leaving behind a staff made up mainly of people in their 20's and early 30's.

One day before he is to board a plane for the United States and a position at the State University of New York at Stony Brook, Stanislav Polonsky surveys the young researchers at the superconductivity lab and says: "Here, you can see the last survivors." Moscow State, adds the physicist, "would be a great place to work if we had proper financing—but, unfortunately, that is not the case."

Every University Is Affected

The superconductivity lab isn't alone in losing the best and brightest of its researchers. The economic collapse and political upheaval of the past year have meant tough times for the hard sciences, not only at Moscow State, but at every university in what was formerly the Soviet Union.

According to Alexander Andreyev, a vice-president of the Russian Academy of Sciences, 12 per cent of all researchers have gone abroad in the past three years, including 40 per cent of all the country's

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U.S. Plans to Revise New Rules on Visas for Foreign Students

Colleges complain the regulations are costly and inhibit recruiting

By SCOTT JASCHIK

WASHINGTON

Federal officials have promised to change proposed regulations that many universities fear would make it more difficult to bring foreign students and professors to American campuses.

The proposed regulations affect J visas, which in 1989 were used by more than 170,000 exchange participants to come to the United States. The new rules were proposed last year by the United States Information Agency, which supervises the J visas, following criticism by Congress that they had been used to bring camp counselors and au pairs into the country.

Educators say that, in seeking to curb those abuses, the proposed regulations would hurt academic institutions that have never misused the J visas. The proposed regulations would:

- Require colleges sponsoring people with J visas to provide much more detailed information to the government about the foreigners' activities and the finances of the college. (Public colleges, as government entities, would be exempt from the requirement about reporting on their own finances.)

- Limit the awarding of J visas to those seeking to attend accredited institutions. Independent research institutes that do not award degrees, and so are not accredited, complain that the proposal would make it impossible for them to recruit foreign scholars.

- Require organizations that sponsor people on J visas to provide them with health insurance. The insurance would have to include the costs of the repatriation of the remains of anyone who dies and the costs of evacuating sick people to their home countries. College officials say that while they already provide health insurance for their foreign visitors, the specific requirements set out by the regulations would dramatically increase insurance costs and require many institutions to seek new policies.

Fears About Insurance Requirements

Alberto Mora, the USIA's general counsel, says the agency will revise the regulations in response to many of the concerns expressed by college officials. He predicts that, when final regulations are issued at the end of the year, "the universities are going to be very satisfied."

In the meantime, however, international-education officials are worried. Says Robert A. Scott, associate director of the Center for Advanced Study in the Behavioral Sciences, which is located at Stanford University: "These regulations lack the kind of flexibility that's essential to arrange scholarly exchange programs. The way they are written, the regulations would create a tremendous problem for universities and colleges."

Mr. Scott says he is particularly bothered by the proposed insurance require-

Continued on Page A44

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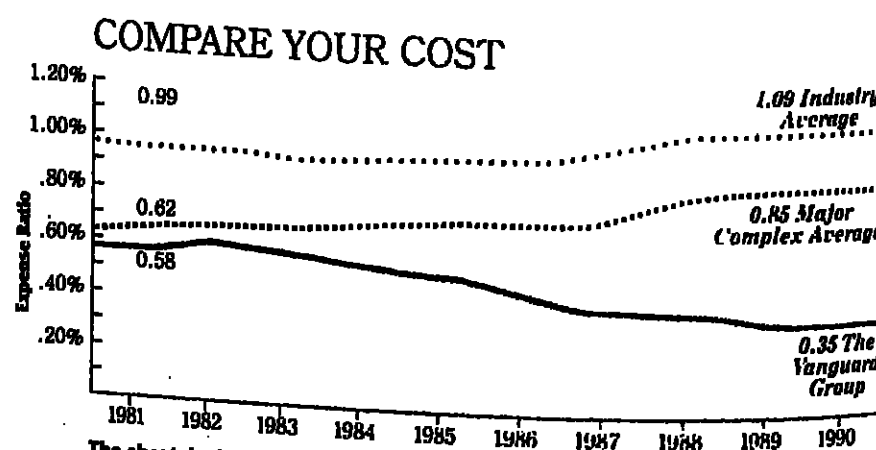
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International

French Students Protest Proposal to Reform University Education

By JANICE VALLS-RUSSELL
PARIS

Students have been demonstrating in the streets of Paris and other French cities to protest a government proposal to reform university education.

The demonstrations, which in some places coincided with pre-Lenten carnival celebrations, were peaceful. No incidents of violence and no arrests were reported. Students also staged sit-ins on several university campuses.

Student leaders have vowed to continue the protests, which are aimed at a package of changes proposed by Education Minister Lionel Jospin.

According to the ministry, the reform plan is designed to ease overcrowding in higher education and to establish a way to recognize and certify the achievement of students who complete some university work but do not earn a degree. The protesters say the proposals amount to a mechanism for "getting rid of students," as one put it.

A Bottleneck

The reforms would reorganize the first two years of university studies, which statistics show have become a bottleneck. More and more students are taking as long as five years to obtain the *Diplôme d'Enseignement Universitaire*, commonly known as the DEUG, which in theory is earned at the end of the second year. The diploma is required before students can go on to complete work for a full university degree, which in

France is earned in a total of three years.

The bottleneck has worsened as more students leave high school with the *Baccalauréat*, which is the sole requirement for university admission. Today's enrollment of 1.8 million in higher education is expected to increase by 300,000 by 1995.

Many observers here say the increase is due to a relaxation of standards in the high schools, with far more students obtaining the *Baccalauréat* than in the past. Standards at the universities, however, have remained rigid, and the result has been more students getting stuck in the first years of higher education, unable to achieve their diploma in a timely way. University presidents are anxious to "speed up the flow," as some have stated it.

The ministry's plan calls for dividing the academic year into "modules," each lasting one semester, with final examinations at the end of each semester instead of at the end of the year, as is now the case. In the first semester, students would take courses in at least three subjects in a general field they have chosen. This would do away with "the exaggerated, premature specialization in the first two years," says Claude Allègre, a special adviser to Mr. Jospin. Subject specialization would be phased in over the second and third semesters.

Students who passed a minimum number of these modules, or courses—six, the ministry suggests—but felt unable to complete



Students in Paris protest a government plan to reform university education. The demonstrators want the proposed changes scrapped.

work for their second-year diploma, would obtain a *Certificat d'Etudes Universitaires*, a new credential. The ministry's hope is that such students would then move out of higher education to find a job.

The proposed reforms also call

for improved counseling at the end of high school, where "69 per cent of students have never met a career adviser," says Mr. Jospin. Many students, he says, now drift into college without really knowing what they want to study, and he

would like to see more of them instead choose job-oriented study programs, technological institutes, and France's high-flying *grandes écoles* for engineering and management—all of which impose their own admission criteria in addition to the *Baccalauréat*.

Vote Postponed

Early in February the presidents of 46 of France's 72 universities voted to adopt the reforms, but last week the National Council for Higher Education—where professors, students, and the Education Ministry are all represented—decided to postpone indefinitely a vote on the reforms at the request of France's main federation of university faculty members.

Mr. Jospin, the education minister, wanted to see the reforms phased in starting in the fall. Although he did not rule out such a possibility, a leading member of the national faculty federation, Jean-Claude Tricoche, said that "students and teachers need to be properly informed" before any proposed reforms are voted on. "They must also be heard," he said, adding that he felt a reform of higher education was needed.

Mr. Jospin now has ordered an information campaign on all university campuses, with posters and leaflets explaining the proposed changes being distributed.

The reform plan had already been modified six times since it was first presented to the Conference of University Presidents in late December. Student leaders complained that every time they met to discuss the plan, "the ministry came up with a new version."

Being entitled to university admission solely as a result of obtaining the *Baccalauréat* is a privilege to which French students cling, and they fear that the aim of Mr. Jospin's plan is to gradually introduce a form of selective admission. The new Certificate of University Study is a way "of getting rid of students," charges Alain Pagano, national secretary of the main students' union, UNEF, which is close to France's Communist Party.

The education minister insists that the reforms are not designed to bring about selective admission.

Mr. Pagano says his organization wants the protests to continue until the reforms are scrapped.

'Time to Reflect' Urged

Philippe Campinchi, the president of a new, breakaway student union called UNEF-ID, which is close to the governing Socialist Party, says his group favors "a pause, and time to reflect" on the proposed changes.

Professors are not unhappy to see the reform plan shelved for a while. Many are not enthusiastic about the reforms because they fear a more general curriculum in the first year would make it more difficult for students to achieve the required level of specialization in the final two years.

Unofficial sources say the delay also suits the education minister, who is actively campaigning for the governing Socialist Party in regional elections to be held this month. His constituency is in Toulouse, in southwest France. After Paris, it is the country's second-largest university town.

Chinese Court Convicts 7 Dissidents of Opposing Communist System

By NICK DRIVER
BEIJING

In the longest-running set of trials since the Chinese government crushed the student-led, pro-democracy movement in 1989, authorities here last week formally convicted seven dissidents of opposing the Communist system.

At least three students were among those sentenced at the end of exhaustive trials that lasted as long as two months. Peng Rong, a graduate student in biology at Beijing University, was given a two-year sentence for "spreading counterrevolutionary propaganda," a blanket term used by the government to cover any form of writing that expresses views not held by the Communist leadership.

The trials are the most important since those of one year ago for the so-called "black hands," or leaders of the pro-democracy movement. The time devoted to the latest round indicates how sensitive the government is toward criticism of its handling of the cases.

Western governments have put intense diplomatic and economic pressure on Beijing to release jailed political prisoners, but it is unclear how many other dissidents remain in prison. Asia Watch, a human-rights group based in New York, estimated in 1990 that more than 1,150 dissidents were languishing in Chinese jails, some awaiting tri-

al, some never charged with any crime.

With last week's sentencing, China's government has now settled the cases of virtually all prominent dissidents, including the other two students sentenced.

Li Minqi, an economics undergraduate at Beijing University, was sentenced at the same time as Peng Rong and in the same courtroom. While his term was not announced,

Zhai would receive a stiffer sentence than the other two students.

Under Chinese law, time in prison while awaiting trial is credited to a prisoner's sentence.

The most severe sentence of those handed down last week was given to Wu Xuecan, a *People's Daily* editor accused of distributing an unauthorized edition of the Communist Party's mouthpiece publication. The government sen-

"He never did anything wrong. He didn't paste the document up anywhere. The campus authorities found the papers in his dormitory room."

he probably also received a two-year sentence. Mr. Li gave a brazen anti-government speech in May 1990 to mark the anniversary of the Tiananmen Square crackdown and was arrested soon after.

Details of Protests

Zhai Weimin, one of the leaders of the 1989 protests and sixth on the government's most-wanted list after the crackdown, was arrested in May 1990 after giving detailed information on planned underground protests and his own whereabouts to a U.S. news magazine. Although complete information on the length of his sentence was impossible to obtain, Chinese students said they thought Mr.

Wu to a four-year term for "spreading counterrevolutionary propaganda" by publishing a leaflet called "People's Daily Extra Edition," which supported the 1989 protests. Since his arrest in 1989, Mr. Wu has held that he could not be found guilty for printing the words of the now-disgraced General Secretary Zhao Ziyang.

The government holds the trials of its political prisoners in secret, and often not even family members are informed of the proceedings until they are over.

Peng Rong's mother, a professor at Hunan Teacher's College in southern China, was given one day's notice of her son's sentencing. She was able to attend only

because she was already in Beijing, where she had spent recent months attempting to gain information about her son's condition. She failed in her attempts to obtain an independent lawyer to defend her son—virtually all lawyers in China work for the state.

Survey of Student Views

Peng Rong was arrested on May 25, 1990, after he allegedly published the findings of a survey he conducted of the attitudes of Beijing University students and posted the results on the campus. The findings revealed the intense dissatisfaction of students with their lives and future prospects since the brutal government-ordered military crackdown in Tiananmen Square. Many students on the Beijing University campus said last week that Peng Rong was a scapegoat.

"He never did anything wrong," said one of his friends. "He didn't paste the document up anywhere. The campus authorities found the papers in his dormitory room."

His mother told reporters after the sentencing that Peng Rong "was just too naïve."

Last week the court also convicted and sentenced Dong Huai-ming, Wang Guoqing, and Wang Zhongxian on "counter-revolutionary" charges. It was not clear if any of the three were students, or what their sentences were.

Exodus Puts Ex-Soviet Science at Risk

Continued From Page A41

theoretical physicists. Mr. Andreyev maintains that despite those staggering losses, the quality of research done in Russia has not been affected. "Russian physics is on the same world level as before, and I believe in its brilliant future," he declared in an interview published in the newspaper *Izvestia*.

Some top Russian physicists don't share Mr. Andreyev's views. If the brain drain continues for much longer, they say, entire fields of research will be devastated.

"It's destroying some scientific schools," says Yuri Dnestrovsky, a specialist in thermonuclear physics who teaches at Moscow State and conducts research at the prestigious Kurchatov Institute. "What took decades to build up is now taking months to destroy."

Life for scientists in the Soviet Union was never easy. With the exception of a few fields, particularly those related to military research and development, scientists here always have had to make do with less technologically advanced equipment than their counterparts in the West. But deteriorating conditions over the past few years have greatly exacerbated the problem. And scientists now find themselves not only short of funds to perform research, but also fighting to get by on their low salaries.

Distractions of Daily Life

Outside the workplace, many researchers say they are constantly distracted by the daily struggle for survival, following the government's decision to lift price controls and move to a market economy. Russian President Boris Yeltsin recently announced that the government planned to increase the salaries of scientists, but the promise has done little to reassure the researchers.

A typical starting salary for a scientist these days is 1,000 rubles a month—less than \$10 at current exchange rates. Experienced physicists, such as Mr. Dnestrovsky, should receive upwards of 3,500 rubles, or about \$35. But most still

do not know exactly how much they will now receive because in many cases they have not been paid in several weeks.

Those on the bottom end of the pay scale say it is nearly impossible to make ends meet on 1,000 rubles a month, given soaring inflation in Russia. Many have been forced to take a second job, which cuts their productivity as researchers.

Widespread shortages of consumer goods add to the problem. Anya Shevchenko, who works on micro-chip development at the superconductivity lab, says that before going to work each morning she spends up to three hours searching for food for her 2-year-old. "I don't have enough time to devote to work," she says.

Scientists also contend with cramped living conditions. Mr. Dnestrovsky, a 1981 winner of the State Prize for Science and Technology, one of the Soviet Union's highest civilian honors, lives in a three-room apartment with his wife, son, and daughter-in-law.

Life may be a struggle, but many scientists say the growing difficulties at work frustrate them the most. Funds have just about dried up for all but high-priority fields of research. The old Soviet practice of paying for scientific equipment and other supplies with bank credits—officially called non-cash payments—has been stopped in most cases. That has meant that everything must be paid for in cash, which is in short supply. Oleg Sapozhnikov, who specializes in developing medical uses for ultrasound techniques, says that without credits he is unable to buy any new equipment. "We must now work with what we have," he says.

Even in the relatively well-financed fields, such as superconductivity, researchers are missing lots of little things, such as "mouse" pads for use with computers. The technology at the lab is just not good enough to help bring ideas to life, says Ms. Shevchenko, who belongs to a team trying to develop a new supercomputer. "Our theoretical work is of a

very high quality, but our technology is poor, and we are unable to perform some experiments," she says. "It can be frustrating. I know I make a good chip, but our technology makes it perform badly."

Jobs in Business Sector

The cash crunch is also limiting scholarly contact with the West. The lack of money and equipment has led a large number of physicists to walk away from sci-

"All those who began our superconductivity research are now in America. It would be impossible for us to do our work without help from the United States."

ence. Many are taking jobs in joint-venture companies that are springing up in Moscow's budding business sector, where their earning potential is much higher than at a university.

Many more physicists are going abroad in search of better opportunities. In the case of the superconductivity lab, SUNY at Stony Brook has become a sort of mecca. Many of the specialists who left the Moscow State facility have picked up where they left off in New York.

"All those who began our superconductivity research are now in America—we have no bosses here," Ms. Shevchenko says. The superconductivity research center at Stony Brook continues to cooperate closely with the Moscow State lab, communicating via electronic mail. "It would be impossible for us to do our work without help from the United States," Ms. Shevchenko adds.

Many of the Russian scientists now leaving the country, such as Mr. Polonsky, say they do not intend to stay abroad but merely want the chance to do top work for a few years under ideal conditions—and to save some hard currency in the process. But observers here say that they doubt that many of those who leave for the West will ever return.

In an attempt to stem Russia's

scientific brain drain, Western nations are devising aid programs to improve conditions for researchers here. Last month representatives from the United States, Russia, and Germany announced plans to establish an international science and technology center that would employ nuclear scientists and engineers in the former Soviet Union (*The Chronicle*, February 26).

A primary motivation for such aid is the fear that Russian scientists, especially those specializing in weapons research, may become quasi-mercenaries, perhaps selling

their knowledge to terrorist states such as Libya.

Most researchers here play down that possibility, saying they know of no job offers from such nations. But Mr. Sapozhnikov, for one, says the fears are justified. "If there are enough offers," he says, "I'm afraid some people would go."

Situation May Get Worse

Some, such as Ms. Shevchenko, say that no matter how bad things get in Russia, they will not consider leaving. "I have a family with a baby, and I can't go to America—or anywhere else—without my family," she says. Others, such as Mr. Dnestrovsky, say they are too old to start over.

The situation at universities in other former Soviet republics is similar to that at Moscow State. At Lenin University in Minsk, the

capital of Belarus, administrators are struggling to keep members of the chemistry department from leaving, says Tamara Karavayeva, the assistant dean. The Belarusian government is being asked to increase financing for the institution, she adds.

"So far we haven't seen too many people leave," she says. "It's not necessarily because they don't want to, but because there are fewer opportunities to find a private-sector job here or abroad."

While the current situation for the hard sciences seems bleak, many think it will only get worse. For one thing, the desire among the younger generation to leave Russia is even stronger than it is among those who already have emigrated. Ms. Shevchenko and others say that many young scientists are merely biding their time, gaining the experience needed to get them a good job in the West. As soon as they have the proper credentials, she says, they will be gone.

"The material desires of the young give them a much greater impulse to leave," she says. "Physicists of the older generation don't have the same material desires."

A career in science is less appealing to students these days than one in, say, business. Mr. Dnestrovsky says the quality of studies specializing in physics and chemistry has declined dramatically over the past three years. The most talented, he laments, are now interested in economics.

"It's my desire to pass on what I've learned," he says. "But it's very difficult, because no one is interested in continuing the great traditions of Soviet physics."

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Name Dropping

Forty-six years ago, having satisfied all other requirements for a Ph.D. in music at Princeton University, Milton Babbitt submitted his dissertation, "The Function of Set Structure in the 12-Tone System." While it was praised by one of its readers, John Tukey, professor of mathematics, it was rejected by the music department. (Princeton doctorates in music at that time were given for historical musicology, not theory and composition.)

Mr. Babbitt, a Pulitzer Prize-winning composer who joined the Princeton faculty in 1938, is now the William Shubael Conant Professor of Music Emeritus and received an honorary doctor of music degree at Princeton's commencement last spring.

Now he has his real Ph.D. also. Claudio Spies and Paul Lansky, professors of music, resubmitted Mr. Babbitt's dissertation to the review process. Mr. Tukey, now professor emeritus of statistics at Princeton, again served as a reader (along with Mr. Spies) and said, "It's a solid piece of work. I'm not a 12-tone expert, but I was happy with it from a mathematical point of view."

After the acceptance of the dissertation, Theodore Zolnowski, dean of the graduate school, and a small group of faculty members invited Mr. Babbitt to lunch and subjected him to his oral examination.

He passed with flying colors. Mr. Zolnowski said of the process: "We thought it wasn't right that such a distinguished composer and music theoretician who has contributed so much to music... should not have the degree he had earned."

The California State University Board of Trustees has announced the six finalists for the presidency of San Jose State University:

- **Tomas Arciniega**, president of California State University at Bakersfield since 1983. A former vice-president for academic affairs at CSU at Fresno, Mr. Arciniega is a professor of education.
- **Doris Michiko Ching**, vice-president for student affairs at University of Hawaii at Manoa. Ms. Ching is also a member of Hawaii's education faculty.
- **Sheila Kaplan**, chancellor of the University of Wisconsin-Parkside since 1986 and a former vice-chancellor for academic affairs in the Minnesota State University system. Ms. Kaplan's doctorate is in modern European history.
- **Ruth Leventhal**, provost and dean of the Capital College of Pennsylvania State University at Harrisburg since 1984. A professor of biology, she earlier served as dean and professor of medical laboratory sciences at Hunter College of the City University of New York.
- **Gerry Melsels**, provost of the University of South Florida since 1988. He is a former chairman of chemistry at the University of Houston.
- **Joseph Watson**, vice-chancellor for undergraduate affairs at the University of California at San Diego since 1981. Mr. Watson is also a professor of chemistry.

Torsten Wiesel, named acting president of Rockefeller University after David Baltimore resigned last fall, has agreed to remain in office for at least three more years.

Home ties frequently are worth more than money: Frederick E. Hutchinson, a Maine native who was recently named president of the University of Maine's Orono campus, will reportedly take a pay cut from \$152,000 to \$119,000 in leaving his current job as senior vice-president for academic affairs and provost of the Ohio State University.

Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS



John L. Ford
Cornell University



Margherita D. Jellinek
Columbia University



Albert J. H. Sloan, II
Miles College



William R. Dunfee
Bradford College



Francis V. Cannon
DeVry Institute
of Technology at Dallas



Marianne G. Briscoe
Saint Mary's College
of California

- **New college and university chief executives:** Crafton Hills College, Luis Gomez; DeVry Institute of Technology at Dallas, Francis V. Cannon; Miles College, Albert J. H. Sloan, II; Nova University, Stephen Feldman.
- **Other new chief executives:** Academy of International Business, Attila Yaprak; Association for Canadian Studies in the United States, David N. Biette; Samuel S. Fels Fund, Helen Cunningham.

Appointments, Resignations

Major Gen. William P. Ackor, president of Georgia Military College, has announced his retirement, effective November 1. Laura Ceching, director of major gifts at Mary Baldwin College, to executive director of alumni activities. Chris Beard, former campaign director at Fund Raising Associates (Chattanooga, Tenn.), to director of capital and planned gifts at Middle Tennessee State U. Fred Bedelle, assistant professor of education at Lincoln Memorial U., also to director of graduate studies. James P. Bemis, former executive director of the Commission of Colleges of North- and South Carolina, to director of enrollment management at State U. of New York College of Technology at Canton.

Marianne G. Briscoe, former director of development at Newberry Library (Chicago), to vice-president for advancement at Saint Mary's College of California. Francis V. Cannon, executive vice-president and chief operating officer at Milwaukee School of Engineering, to president of DeVry Institute of Technology at Dallas. William R. Dunfee, former director of admission at Roger Williams College, to dean of admissions and financial aid at Bradford College. Stephen Feldman, president of Western Connecticut State U., to president of Nova U., effective July 1. Jacquelyn Flansburg, professor of psychiatric and mental-health nursing at U. of California at Los Angeles, to associate dean for academic affairs in the school of nursing. Thomas R. Fletcher, assistant director of admissions at State U. of New York A&T College at Morrisville, to director of enrollment management at State U. of New York College of Technology at Canton.

John L. Ford, professor and chairman of a man-service studies at Cornell U., to dean of students. Julia Gillelli, former director of international programs at Boston College, to deputy director for operations in the Center for Immigration Policy and Refugee Assistance and the Academy for Intercultural Training at Georgetown U. Luis Gomez, acting president of Crafton Hills College, to president. Maria Quersa, director of finance and information systems in the Center for Immigration Policy and Refugee Assistance and the Academy for Intercultural Training at Georgetown U., to deputy director for finance and administration. Donald Rabbe, provost and vice-president for academic affairs at U. of Montana, has announced his retirement, effective in June. Karen P. Halm, director of university planning at North Carolina State U., to director of university planning and analysis.

Continued on Following Page

U.S. to Revise New Rules on Visas for Foreign Students

Continued From Page A41

ments. He cites the example of a visiting scholar from Estonia who is at the center this year. The center has provided the scholar with health insurance through a group plan at a health-maintenance organization. The plan has low co-payments and will accept people with pre-existing conditions—both of which are important benefits for a visiting scholar, Mr. Scott says.

'Insurance of Lesser Quality'

But, he adds, "a local HMO is not going to provide for repatriation for someone from Estonia." If the regulations were adopted, he says, the center would have to find the scholar an individual policy, which would be much more expensive and would be unlikely to cover pre-existing conditions. "It would end up costing a great deal more money for insurance of lesser quality," he says.

Glen L. Hendricks, a professor

of anthropology who handles government issues in international education for the University of Minnesota, says the costs would be particularly high for institutions that have many J-visa visitors. Minnesota has about 1,600 such visitors annually.

Mr. Hendricks says that, in addition to insurance costs, he is worried about the increased paperwork that would be required for so many people.

Mr. Mora of the USA says the final regulations will not impose a major paperwork burden and may also include changes in the insurance requirements. But while colleges have "some good arguments" on the insurance issue, he says, some people holding J visas do not have adequate coverage.

At colleges and universities, Mr. Mora says, foreign students and faculty members generally have good insurance coverage. But he says that visiting researchers fre-

quently do not have adequate coverage. "We're not inclined to think there should be no requirement and the taxpayer should pay the bill when one of these people becomes ill," he says.

Visas for Brief Visits

Mr. Mora also says colleges will be pleased with some proposed regulations on J visas that have yet to be announced. For example, the USA plans to propose a new J-visa category that would allow visas to be awarded to people seeking to make brief visits—as short as one day—for a specific conference or a research project. Currently, J visas can be awarded only for stays of at least three weeks.

"We hope to increase the velocity of exchanges," he says. Mr. Mora adds: "The dialogue over the regulations is continuing. There is no intent to punish universities."

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Continued From Previous Page

Michael Houston, professor of marketing and logistics management at U. of Minnesota, to associate dean of faculty and curriculum in the school of management.

Thomas Huddleston, Jr., vice-president for institutional advancement at Spring Hill College, to associate vice-president for enrollment at Saint Joseph's U.

James Hutchins, assistant dean of the college of arts at Ohio State U., to associate dean.

Edna F. Infante, dean of the institute of technology at U. of Minnesota, to senior vice-president for academic affairs and provost of the Twin Cities campus.

Nancy Willis Ingling, coordinator of student recruitment and alumni relations in the manager of development proposals in the university's Office of Corporate and Foundation Relations.

Margherita D. Jettinck, director of the social-work department at Yale-New Haven Hospital (New Haven, Conn.), to director of the Columbia U. School of Social Work at State U. of New York College at Purchase.

Paul Jones, former vice-president of First Wisconsin National Bank of Milwaukee and member of the board of trustees of Carroll College (Wis.), to acting administrator of the college.

Terilyn Kozmar, educational coordinator at Canton (Ohio) Preservation Society, to director of alumni services at Malone College.

Robert J. Kallin, director of development at Bucknell U., to director of capital support at Bowdoin College.

James Katz, director of Springfield (Mass.) City Library, to director of libraries at Bard College.

William L. McElvitt, president of Otero Junior College, has announced his retirement, effective July 1.

Jeff McNeill, associate vice-president for development at Clemson U., to vice-chancellor for institutional advancement at North Carolina State U.

Ada Mueller, director of the apparel-marketing program at Mundelein College, to associate dean of curriculum at Columbia College Chicago.

Alton M. Mumaw, dean of instruction at Rochester Community College, to dean of instruction at Cape Fear Community College.

Joe Patisano, vice-president for research and development in the abrasive division at Norton Company (Worcester, Mass.), to director of the Industrial Research Center at U. of New Hampshire.

Paul G. Pearson, president of Miami U. (Ohio), has announced his retirement, effective January 1, 1993.

Wilhelmina M. Reuben-Cook, professor of law at Syracuse U., to associate dean for academic affairs in the college of law.

David A. Rieker, professor of international business at U. of South Carolina, to vice-president for academic affairs at American Graduate School of International Management.

Dale Seufert, associate vice-president for development at Kansas U. Endowment Association at U. of Kansas, to vice-president.

Albert J. H. Sloan, II, former dean of students at Miles College, to president.

Betty Taylor, former dean of the graduate school at Lesley College, to dean of the college of professional studies at U. of San Francisco.

James E. Terrell, assistant professor of education at U. of the District of Columbia, to chairman of educational administration and supervision at Pace U.

John S. Thomas, director of alumni and development in the school of law at U. of Richmond, to executive director of college relations in the college of law at Stetson U.

Royal K. Toebes, vice-president for alumni development at Northeastern U., to vice-president for development and alumni relations.

Webster Trammell, former research and development officer at Brookdale Community College, to vice-president for planning and development.

Betty Trank, associate dean of the college of sciences and engineering at U. of Texas at San Antonio, to dean of academic affairs at Santa Barbara City College.

Maryann Vase, vice-president for patient-care services at Meridia Huron Hospital (Cleveland), to director of the department of allied-health occupations at Elain Community College.

Jaquie Vogel, dean of the college of arts and science at Vanderbilt U., has announced his resignation as dean, effective August 31.

William Gregorio Vorebel, senior campaign director at United Way Services of Cleveland, to director of development at Ursuline College.

Mark G. Watson, controller at Thell College, to vice-president for finance at U. of Dubuque.

IN THE ASSOCIATIONS

Deborah L. Bailey, director of the Minority Leaders Fellowship Program at Washington Center, to director of the Minority

Concerns Project at Christian College

David N. Blatte, political and economic officer at Canadian Consulate General (New York), to executive director of Association for Canadian Studies in the United States.

Blaine Brownell, provost and academic vice-president at U. of North Texas, has been elected chair of Texas Council of Chief Academic Officers.

Sister Barbara Doherty, president of Saint Mary-of-the-Woods College, has been elected chair of Indiana Conference of Higher Education.

Charles B. Kasek, head of the office of international and economics development at Southern Illinois U. at Carbondale, has been elected president of American Association of Colleges and Universities in Japan.

David Lord, business manager at Colorado College, has assumed the presidency of National Association of College Auxiliary Services.

Stanley A. Morale, director of the Technology Application Center and chairman of geography at U. of New Mexico, has assumed the presidency of American Society for Photogrammetry and Remote Sensing.

Attila Yaprak, professor of marketing at Wayne State U., also to executive secretary of Academy of International Business.

Michael Cunningham, director of the College Access Program at Philadelphia Schools Collaborative, to executive director of Samuel S. Fels Fund.

Joe L. McComick, president of Texas Guaranteed Student Loan Corporation, has resigned.

DEATHS

William A. Arzow, 67, university professor and professor of classics at Boston U. and former professor of classics at U. of Texas at Austin, Princeton U., Yale U., Johns Hopkins U., New York U., and Emory U., February 20 in Boston.

Marguerite Rose Barretto, 49, president of U. of Houston, February 26 in Hawaii.

Marilyn Kersting Brown, 54, director of the Office of Institutional Studies at U. of Maryland at College Park, February 9 in Maryland.

Hereshel B. Chapp, 78, professor emeritus of history of art at U. of California at Berkeley, February 8 in San Francisco.

Leon W. Cohen, 88, former chairman of mathematics at U. of Maryland at College Park, February 21 in New Brunswick, N.J.

John A. Dixon, 68, former dean of the college of medicine at U. of Utah, February 15 in Salt Lake City.

Robert M. Gottscham, 74, professor emeritus of psychology at U. of California at Santa Barbara, January 17 in Santa Barbara, Cal.

B. I. Hayakawa, 85, former U.S. Senator from California and former president and professor of sociology at San Francisco State U., February 27 in Greenbrae, Cal.

Ruth Nichols Latham, 85, former professor of chemistry at Mount Holyoke College, February 15 in Boston.

Clifford P. Lyons, 87, professor emeritus of English and former dean of the college of arts and sciences at U. of North Carolina at Chapel Hill, February 11 in Chapel Hill, N.C.

Harold E. Meader, 93, associate professor emeritus of English at Western Michigan U., February 8 in Rochester, Minn.

Frank E. Millhollan, 67, former professor of psychology at U. of Maryland at College Park, February 11 in Easton, Md.

Mary M. Millman, 66, professor emerita of textiles and clothing at Ohio State U., February 13 in Wichita Falls, Tex.

O. Jack Mitchell, 60, professor of architecture at Rice U., February 18 in Houston.

William L. Neuroth, 83, former chairman of pharmacy at Medical College of Virginia, January 30 in Richmond, Va.

Douglas A. Radzicki, 45, dean of community services at Seward County Community College, February 14 in Granby, Colo.

Lowell R. Tillet, 68, professor emeritus of history at Wake Forest U., December 31 in Winston-Salem, N.C.

Frank J. Wray, 70, former professor of history at Berea College, February 11 in Lexington, Ky.

John C. Zacher, 55, president of Emerson College, February 20 in Boston.

Coming Events

A symbol (*) marks items that have not appeared in previous issues of The Chronicle.

12-12: Faculty. "Evaluating College Faculty," seminar, Kansas State University.

Denver. Contact: Center for Faculty

Evaluation and Development, (800) 253-2357 or (913) 532-5970, fax (913) 532-5637.

12-12: Fund raising. "Grantwriting and Foundation Funding," seminar, Nova University, Fort Lauderdale, Fla. Contact: Nova University, Office of Continuing Education, 201 Mallman-Hollywood Building, 3301 College Avenue, Fort Lauderdale, Fla. 33314.

12-13: Computers. "Computer-Virus and Security Conference," Data Processing Management Association and other sponsors, Marriott Marquis and Sunbelt Hotel, New York, Contact: DPMA, Financial Industries Chapter, Box 894, New York 10268; (800) 835-2246.

12-13: Institutional advancement. "Writing Winning Proposals," workshop, Council for Advancement and Support of Education, Sheraton Fisherman's Wharf Hotel, San Francisco, Contact: (202) 328-5900.

12-13: Minorities and religion. "Pressing Toward a Paradigm of Liberation in Theology and Economics," meeting, National Association of Black Seminars, Fort Worth and Dallas, Contact: (214) 692-2251.

12-13: Philosophy. "Philosophy and Economics," symposium, California State University, Fullerton, Cal. Contact: Edward Maine, Philosophy Department, California State University, Fullerton, Cal. 92634-9480.

12-13: Planning. "Planning Ideas and Issues: A Working Spectrum," conference, National Society for College and University Planning, Brown Palace Hotel, Denver, Contact: Dan Paulsen, (303) 333-1916.

12-13: Voluntary and non-profit organizations. International conference on research on voluntary and non-profit organizations, Indiana University and other sponsors, Indianapolis, Contact: Center on Philanthropy, (317) 274-4200, fax (317) 684-8900.

12-13: Legal issues. "Hot Topic: Campus Security Act," conference, National Association of Colleges and University Attorneys, Adolphus Hotel, Dallas, Contact: Ann Louise Roark, Meeting Manager, NACUA, (202) 833-8390, fax (202) 296-8379.

12-13: Business officers. "Endowment Management," workshop, National Association of College and University Business Officers, Washington, Contact: NACUBO, (202) 861-2520.

12-13: Fund raising. "Matching-Gift Fund," Council for Advancement and Support of Education, Chicago, Contact: Case, (202) 328-5900.

12-13: Higher education. Deans' seminar, Council of Colleges of Arts and Sciences, Omaha Hotel at Charleston Place, Charleston, S.C. Contact: Richard J. Hopkins, (614) 292-1822.

12-14: Aviation. "Partnerships Among Women in Aviation," national conference, Parks College of Saint Louis University, Alhambra Hotel, Las Vegas, Contact: Penny Baily, (818) 337-7500.

12-14: Black studies. "The Black Family: Black Men in the African Diaspora," annual national conference on the black family in America, University of Louisville, Louisville, Ky. Contact: Joseph H. McMillan, (502) 588-6858.

12-14: Business. "Positioning U.S. Firms for the Markets of Western Europe: International Partnerships in Marketing and Sales," forum, Robert Morris College and Miller, Incorporated, Pittsburgh, Contact: (412) 227-6478, ext. 112, fax (412) 821-5339.

12-14: Multicultural programs. "Cultural Awareness Training Institute," Lenoir-Rhyne College, Washington, Contact: Jackie Brown, (704) 328-7333 or (704) 327-1957, or (800) 868-7799.

12-14: Philosophy. Regional meeting, Society of Christian Philosophers, Brigham Young University, Provo, Utah, Contact: David L. Paulsen, Department of Philosophy, Brigham Young University, Provo, Utah 84602.

12-14: Renaissance studies. "Renaissance Displacements: The Enduring Marginality of the Picaresque," conference, Indiana University, Bloomington, Ind. Contact: Giancarlo Malorini, (812) 855-0648, or Indiana University Conference Bureau, (812) 855-4661.

12-14: Graduate students. "Infinite Possibilities: Advocacy and Empowerment," annual conference, National Association of Graduate/Professional Students, Washington, Contact: (202) 855-2472 or (202) 328-5900.

12-14: Teacher education. Annual meeting, Society for Technology and Teacher Education, Marriott Hotel-Galleria, Houston, Contact: Association for the Advancement of Computing in Education, (800) 973-5987, fax (804) 978-7449.

12-14: Technical education. Annual meeting, American Technical Education Association, Hilton at the Circle Hotel, Indianapolis, Contact: Betty Krump, (701) 671-2240.

12-14: Technology and values. "Exploration in Neuroscience, Psychology, and Psychiatry: From Neurobiology to Narrative," conference on technology and values, University of Notre Dame, Notre Dame, Ind. Contact: Edward Manier, 314 Declo, Notre Dame, Ind. 46556.

12-14: Women's studies. Annual conference, Southeastern Women's Studies Association, Tampa, Fla. Contact: Junice Snook, (813) 974-3490.

12-14: Labor studies. "New Directions in Worker-Management Relations: U.S. and U.S.S.R.," conference, Hofstra University, Hempstead, N.Y. Contact: Hofstra Cultural Center, (516) 463-5669.

12-15: Computers. "Computer User Services: Issues and Innovations," conference, New England Regional Computing Program, Wellesley College, Wellesley, Mass. Contact: Robert E. Gibbs, Wellesley, Mass. 02453; (617) 740-0001.

12-15: Copyright. Workshop on copyright law and its impact on libraries, University of North Carolina, Chapel Hill, N.C. Contact: (919) 962-2643, fax (919) 962-2081.

12-14: Faculty. "Understanding and Dealing With Difficult Faculty," seminar, Kansas State University, Denver, Contact: Center for Faculty Evaluation and Development, (800) 253-2357 or (913) 532-5970, fax (913) 532-5637.

12-14: Legal issues. "Employment Law on a Changing Campus," workshop, National Association of College and University Attorneys, Adolphus Hotel, Dallas, Contact: Ann Louise Roark, (202) 833-8390, fax (202) 296-8379.

12-15: Education. "Education Unbound: New Maps, New Metaphors, New Means," annual international conference, Partnership for Service-Learning, Cambridge, Mass. Contact: psl, (212) 986-0989.

12-15: Freshman year. "The Freshman-Year Program at the Small Liberal-Arts College," workshop, Central Methodist College and Council of Independent Colleges, (816) 248-3191.

12-15: North Carolina. "North Carolina Women Writers," conference, North Carolina Literary and Historical Association, Winston-Salem, N.C. Contact: Harriette C. Schumann, (704) 262-2291; Laura Severin, (919) 717-3870; or Gay Wilentz, (919) 795-5241.

12-15: Philosophy. "Person and Being," conference, Metaphysical Society of America, Villanova University, Villanova, Pa. Contact: Olivia Blanchette, Philosophy Department, Villanova University, Chestnut Hill, Mass. 02162.

12-15: Education. "Rethinking Our Schools to Meet the Needs of Today's Children," conference, Harvard University, Cambridge, Mass. Contact: Harvard Law School Children's Family Rights Program, (617) 495-0410, or Harvard Forum on Law and Education, (617) 495-8442.

12-15: Women. "Women of Excellence: Inspiration for the 90's," symposium, Mills College, Oakland, Cal. Contact: (510) 430-2110.

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14: Women. "WomenSense: Career Pathing and Empowerment for Women of Color," conference, Lincoln University, Lincoln University, Pa. Contact: (215) 932-8300, ext. 427.

14-17: Aging. Annual meeting, American Society on Aging, Town and Country Hotel, San Diego, Contact: ASA, (415) 541-2617.

14-17: Humanities. "Strengthening Humanities Foundations for Teachers: A National Consultation and Planning Project," Association of American Colleges, Sheraton Baltimore North Hotel, Towson, Md. Contact: AAC, (202) 397-1760.

14-18: Admissions. College fair, National Association of College Admission Counselors, Springfield, Mass. Contact: NACAC, (703) 836-2222, fax (703) 836-8015.

14-17: Fund raising. "The Magic Relationship: Making the Non-Profit Profitable," seminar, Institute for Charitable Giving, Fisherman's Wharf Marriott Hotel, San Francisco, Contact: ICC, (312) 222-9757, fax (312) 222-9111.

14-18: Marketing. "Sound Strategies: Marketing Northwest," national conference, National Council for Marketing and Public Relations, Seattle, Contact: Karen Jones, (206) 777-2354, or Becky Olson, (303) 353-9918.

14-18: Religion. "Faces of Diversity," annual meeting, National Association of College and University Chaplains, Sheraton Hotel, Nashville, Contact: Ron Flowers, (404) 651-2468.

14-17: Institutional advancement. "Promoting Your Campus Via Radio, Television, and Video," workshop, Council for Advancement and Support of Education, Fort Worth, Chicago, Contact: CASE, (202) 328-5900.

14-17: Teaching. "Improving College Teaching," seminar, Kansas State University, Lawrence, Kan. Contact: Center for Faculty Evaluation and Development, (800) 253-2357 or (913) 532-5970, fax (913) 532-5637.

14-18: Computers. "Connections: Technology and Learning," conference, State University of New York, Albany, N.Y. Contact: Elaine Phares, (505) 965-7900.

14-18: Higher education. "Empowering Humankind: Developing and Implementing Humanistic Educational Programs," workshop, Council for International Development and Assessment, (901) 562-7608.

14-20: Technology and education. International conference on technology and education, Radio Shack and other sponsors, Paris, Contact: ICET, Radio Shack Education Division, 1600 One Tech Center, Fort Worth 76102.

17-19: Media. "Maximum Impact: Designing Presentation Systems," conference, George Washington University, Arlington, Va. Contact: Arlene Polinsky, (202) 994-5940.

18: Media. "Exploring the Potential: Multimedia in Higher Education," conference, New England Regional Computing Program, Babson College, Westfield, Mass. Contact: Robert E. Gibbs, Wellesley, Mass. 02453; (617) 740-0001.

18: Minorities. "Student-Centered Learning: A Southern Regional Session," Southern Regional Council, National Scholarship Service and Fund for Negro Students, Sheraton Hotel and Towers, Boston, Contact: NCSSE, (404) 577-3990.

18-19: Teaching. "Teaching Thinking: Problem Solving," seminar, Kansas State University, Lawrence, Kan. Contact: Center for Faculty Evaluation and Development, (800) 253-2357 or (913) 532-5970, fax (913) 532-5637.

18-20: Adolescents. "The Troubled Adolescent: The Nation's Concern with the Future," conference, University of Wisconsin-Stout and other sponsors, Antelope, Tex. Contact: Kim R. Ingle, (715) 232-2693, (800) 45-STOUT, fax (715) 232-3385.

18-20: Non-traditional education. "Religion and Education," conference, Chester University, West Chester, Cal. Contact: Nancy McIntyre, (310) 219-2193.

18-20: Personnel. "Pre-Professional Teacher Interview Seminar," at Oak Lincoln, Neb. Contact: Cheryl L. Jones, (800) 288-8592 or (602) 489-9800.

18-21: Disabilities and technology. "Technology and Persons With Disabilities," conference, California State University at Northridge, Los Angeles, Contact: J. Murphy, (818) 885-2578, fax (818) 885-4929.

18-21: Political science and society. "1992-1993: New Worlds, New Nations, and New Challenges," joint meeting, Southwestern Political Science Association and Southwestern Political Science Association, Houston, Contact: NCSSE, (404) 577-3990.

18-21: Popular culture. Annual meeting, Popular Culture Association, Louisville, Ky. Contact: (419) 372-7841.

18-21: Higher education. "Education in the 21st Century," annual meeting, National Association for Equal Opportunity in Higher Education, Washington Hotel, Washington, Contact: NAEHO, (202) 543-9111.

18-21: Education. "Addressing New Challenges for Business in Education: Responding to National and Local Initiatives," conference, Conference Board, Fairmont Hotel, Chicago, Contact: Conference Board, 845 Third Avenue, New York 10022-6601; (212) 759-0900, fax (212) 680-7014.

18-21: Fund raising. "How to Develop a Successful Planned-Giving Program," seminar, Nova University, Fort Lauderdale, Fla. Contact: Nova University, Office of Continuing Education, 3301 College Avenue, Fort Lauderdale, Fla. 33314.

18-20: Academic advising. Regional conference, National Academic Advising Association, Saratoga Springs, N.Y. Contact: Caring Hall, (617) 891-2147.

18-20: Business officers. "Business Officers' Association and National Association of College and University Business Officers," St. Louis, Contact: Association of College and University Business Officers, (202) 861-2520.

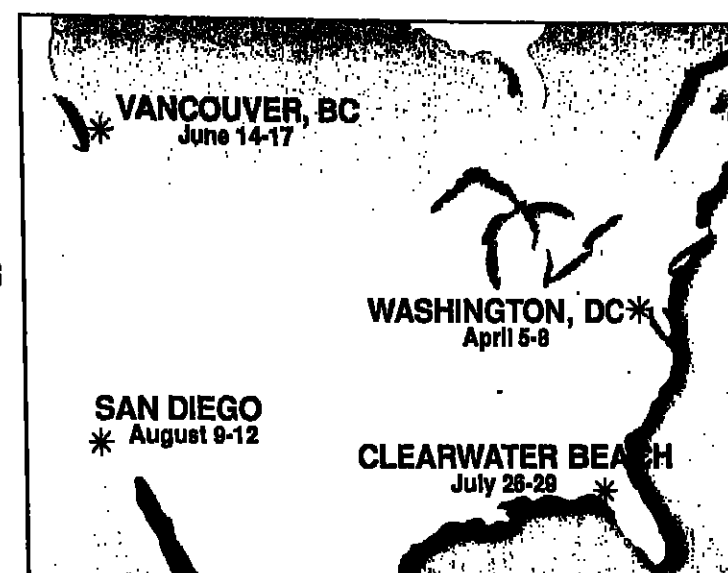
18-21: English. "Contexts, Communications, and Constraints: Sites of Computing and Composition and Communication," conference, National Council of Teachers of English, Chicago, Ill. Contact: (312) 387-3870.

18-21: International studies. "Challenges of Change," conference, East Carolina University, Greenville, N.C. Contact: Martin Schwartz,

CONFERENCES, WORKSHOPS, CALLS FOR PAPERS

A47

The 1992 Student Success Course Workshops



In addition to these four-day workshops, College Survival, Inc., will conduct four one-day Student Success Course Seminars in Los Angeles, Detroit, San Francisco, and Dallas. They will also host The 1992 Conference on Student Success Courses in Chicago, IL.

In 1992, COLLEGE SURVIVAL, INC., will present a series of four-day workshops in the United States and Canada. The Student Success Course Workshops are exceptional training opportunities for teachers, coordinators, and administrators who initiate or present extended orientation, study skills, or other student success courses. These new workshops will be the most comprehensive training events ever conducted by Dave Ellis, author of *Becoming a Master Student*, and members of the College Survival, Inc., consulting staff.

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MARY BEL ENKY on "Women's Ways of Knowing and Teaching"
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Coming Events

Continued From Preceding Page

20-22: **Reading.** "The Practice and Representation of Reading in Britain: From the 14th to the 19th Century," international conference, Cambridge University, Cambridge, England. Contact: Cambridge Project for the Book, Maitland House, Newnham Road, Cambridge CB3 9ET, England; (0223) 311066.

20-22: **Walt Whitman.** "Walt Whitman Facing West: A Symposium on the Death of the Poet," California State University, Fresno, Cal. Contact: Jerome Lovina, (209) 278-2082, fax (209) 278-5086.

22: **Admission.** College fair, National Association of College Admission Counselors, Indianapolis Convention Center, Indianapolis, Ind. Contact: NACAC, Suite 430, Alexandria, Va. 22314; (703) 836-2222, fax (703) 836-8015.

22: **Personnel.** "Maximizing Staff Development and Training While Minimizing Costs," professional-development program, College and University Personnel Association, Buck Bay Hilton Hotel, Boston. Contact: Lucia Cretella or Karen Simon, CUPA, Suite 503, 1233 20th Street, N.W., Washington 20036; (202) 491-0111, ext. 6.

22-24: **Paid raising.** "The Music Relationship: Making the Non-Profit Profitable," seminar, Institute for Charitable Giving, Denver Marriott-City Center Hotel, Denver. Contact: ICI, 500 North Michigan Avenue, Chicago 60611; (312) 222-9757, fax (312) 222-9411.

22-24: **Higher education.** Annual meeting of the Commission on Institutions of Higher Education, North Central Association, Contact: Susan Van Kleeberg, North Central Association, 159 North Dearborn Street, Chicago 60601.

22-25: **Conferences and events.** Conference for college and university conference and events managers, Association of Conference and Events Directors International, Orlando, Fla. Contact: Ronna Love, Coordinator, AECDE, Colorado State University, Rockwell Hall, Fort Collins, Colo. 80523-0002; (303) 491-5151.

22-27: **Continuing education.** "Leadership Institute for Continuing Professional Education," Harvard University and Pennsylvania State University, Cambridge, Mass. Contact: ICI, 500 North Michigan Avenue, Chicago 60611; (312) 222-9757, fax (312) 222-9411.

23: **Student personnel.** Seminar on student success courses, College Survival Inc., Detroit, Mich. Contact: College Survival Inc., 2400 East 12th Ave., Suite 200, Detroit, Mich. 48207; (313) 443-7333.

23-24: **Higher education.** "Assessment and Curriculum Reform," conference, George Mason University, Virginia Beach. Contact: (703) 993-5900.

23-24: **Institutional advancement.** "Parents and Grandparents Programs: Creating a Special Link," workshop, Council for Advancement and Support of Education, Omni Baltimore Hotel, Providence, R.I. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

23-24: **Institutional advancement.** "Special Events That Work," workshop, Council for Advancement and Support of Education, 11 W. Marriott Hotel, Atlanta. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

23-24: **Business officers.** "Creating a Special Link," workshop, Council for Advancement and Support of Education, Omni Baltimore Hotel, Providence, R.I. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

23-27: **Comenius.** "Comenius's Heritage and the Education of Man for the 21st Century: Conference on the 400th Anniversary of His Birth," Charles and Comerius Universities, Prague. Contact: Joseph F. Zacek, Department of History, State University of New York, Albany, N.Y. 12222.

24-25: **Information.** Spring meeting, Coalition for Networked Information Task Force, Sheraton City Center Hotel, Washington. Contact: Joan Lipnick, 11527 New Hampshire Avenue, N.W., Washington 20036; (202) 232-2466, fax (202) 462-7849.

24-25: **Waiting.** Annual convention, American Welding Society, McCormick Place East, Chicago. Contact: AWS, 550 N.W. LeJeune Road, P.O. Box 351040, Miami 33135; (305) 443-9333, fax (305) 443-7559.

25: **Philosophy.** Symposium on hedonism, Rochester Institute of Technology, Rochester, N.Y. Contact: David B. Sills, College of Liberal Arts, Rochester Institute of Technology, Rochester, N.Y. 14623-0887.

25: **Student personnel.** Seminar on student success courses, College Survival Inc., Dallas. Contact: CSI, 2650 Jackson Boulevard, Rapid City, S.D. 57702-3474; (605) 528-8323, fax (605) 343-7533.

25-27: **Comenius.** "National Net '92: Advancing the Leading Edge," international conference, EDUCOM, Washington. Contact: EDUCOM, (202) 872-4200, BITNET: NET-92@EDUCOM.

25-27: **Drug abuse.** "Alcohol Policy and

Community Action: Agendas for Today," national conference, National Association for Public Health Policy, Sheraton Washington Hotel, Washington. Contact: Jo Lynn Reda, National Association of State Alcohol and Drug Abuse Directors, Suite 642, 444 North Capitol Street, N.W., Washington 20001; (202) 783-6868.

25-27: **Ethics and business.** "The Ethics of Business in a Global Economy," conference, Council for Ethics in Economics, Columbus, Ohio. Contact: Paul M. Minus, cfe, 125 East Broad Street, Columbus, Ohio 43215.

25-27: **Fund raising.** "Workshop for Newcomers in Development," Council for Advancement and Support of Education, Forum Hotel, Chicago. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

25-28: **Philosophy.** Pacific division meeting, American Philosophical Association, Seattle. Contact: Anita Silvers, Philosophy Department, San Francisco State University, San Francisco 94132.

25-29: **Arts.** Annual conference, International Association on the Fantastic in the Arts, Fort Lauderdale, Fla. Contact: Donald Palmiste, English Department, Shippensburg University, Shippensburg, Pa. 17257; (717) 532-1495 or (717) 564-6678.

25-29: **Disabilities.** "The Americans With Disabilities Act: Disabled People in the Workplace and the Supervisor's Role," conference, Tri-University Consortium on Disability Policy, Suffolk University, Boston. Contact: David Pfeiffer, Department of Public Management, Suffolk University, Boston 02108-2770; (617) 573-1316.

25-29: **Business and education.** "New Strategies in Educational Improvement and Workforce Preparation," annual conference, National Association for Industry-Education Cooperation, Sheraton Inn, Buffalo, N.Y. Contact: Natic, 235 Hendricks Boulevard, Buffalo, N.Y. 14226; (716) 834-7047.

25-29: **Higher education.** "Cases, Classroom Research and Conversations on the Teaching/Learning Community," annual colloquium on undergraduate teaching and learning, Massachusetts Bay Community College, Wellesley Hills, Mass. Contact: Elizabeth Fiedler, Massachusetts Bay Community College, 50 Oakland Street, Wellesley Hills, Mass. 02181; (617) 237-1100, ext. 146, fax (617) 239-1047.

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Kirkville, Mo. Contact: Dean of the College, Northeast Missouri State University, Kirkville, Mo. 63501; (816) 785-4023, fax (816) 785-4181.

26-28: **History.** Conference on the history of Christianity, American Society of Church History and American Catholic Historical Association, Notre Dame, Ind. Contact: History Conference, Cushman Center, University of Notre Dame, 614 Hesburgh Library, Notre Dame, Ind. 46556; (219) 239-5441.

26-28: **Langston Hughes.** "Langston Hughes: The Man and the Writer," conference, Lincoln University and National Endowment for the Humanities, Lincoln, Pa. Contact: (215) 932-8300, ext. 261.

26-28: **Languages.** Annual meeting, Southwest Conference on Language Teaching, Reno. Contact: Jan Herrera, 10724 Tanager, Northglenn, Colo. 80234; (303) 452-1308.

26-28: **Media.** Regional colloquium, Association for Education in Journalism and Mass Communication, State Mountain, Ga. Contact: Wallace B. Eberhard, Department of Journalism, University of Georgia, Athens, Ga. 30602; (404) 542-9033 or Greta Libby, Department of Communication, Georgia State University, Atlanta 30303; (404) 651-3200.

26-28: **Pearl Buck.** "The Pearl S. Buck Centennial Symposium: Building Bridges Between Asia and America," Randolph College, Lynchburg, Va. Contact: (804) 846-9649.

26-28: **Personnel.** "Benefits Update," professional-development program, College and University Personnel Association, Omni Netherland Plaza Hotel, Cincinnati. Contact: (202) 328-5900.

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mandate-on-Hudson, N.Y. Contact: Judi Smith, Institute for Writing and Thinking, Bard College, Annandale-on-Hudson, N.Y. 12504; (914) 758-7484.

26-28: **Adult education.** "Adult Teaching Trends," annual conference, Northeastern University, Boston. Contact: (617) 437-3433.

26-28: **Critical thinking.** "Critical-Thinking Teaching Strategies," regional institute, Foundation for Critical Thinking, Denver. Contact: Center for Critical Thinking, Northern State University, Fort Collins, Colo. 80521; (970) 641-2941.

26-28: **Madison studies.** "Jewish-Christian Encounter in the Middle Ages: the Padua," symposium, Marquette University, Milwaukee. Contact: Steven Taylor, (414) 224-6309.

26-28: **Business officers.** "Forum on Right-Sizing," National Association of Business Officers, St. Louis. Contact: NABO, Professional Development Department, Suite 500, One Dupont Circle, Washington 20036; (202) 328-5900.

26-28: **Developmental education.** Annual symposium on developmental education, New York College Learning Skills Association, Nevele County Club, Ellenville, N.Y. Contact: Barbara Rivier, Associate Professor of English, Oneonta Community College, Oneonta, N.Y. 12155; (518) 469-2424.

26-28: **Paid raising.** "Seize the Opportunity," seminar, Institute for Charitable Giving, Washington Marriott Hotel, Washington. Contact: ICI, 500 North Michigan Avenue, Chicago 60611; (312) 222-9757, fax (312) 222-9411.

26-28: **Student personnel.** "Commitments We Honor: Voices, Visions, Values," annual conference, National Association of Student Personnel Administrators, Cincinnati. Contact: (202) 328-5900.

26-28: **Business ethics.** "International Perspectives on Business Ethics," conference, Bentley College, Waltham, Mass. Contact: Judith Kamm, Center for Business Ethics, Bentley College, 175 Forest Street, Waltham, Mass. 02154; (617) 891-3433, fax (617) 891-2819.

26-28: **Business and higher education.** "Delivering Education and Training to Business and Industry," conference, Hilton Hotel, Washington. Contact: Elana K. Morris, Conference Director, Office of Adult Learning Services, College Board, 45 Columbus Avenue, New York 10023; (212) 713-8101.

26-28: **International studies.** "J. A. Comenius and World Culture," Charles and Comerius Universities, Prague. Contact: (202) 328-5900.

26-28: **Business and education.** "New Strategies in Educational Improvement and Workforce Preparation," annual conference, National Association for Industry-Education Cooperation, Sheraton Inn, Buffalo, N.Y. Contact: Natic, 235 Hendricks Boulevard, Buffalo, N.Y. 14226; (716) 834-7047.

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2

CONFERENCES, CALLS FOR PAPERS

Biomedical Issues and Opportunities: Investing in the Future

May 1 & 2, 1992
Hyatt Regency Cambridge
Cambridge, Massachusetts

A national conference for administrators from university medical schools, dental schools, schools of pharmacy, teaching hospitals, university affiliated foundations and research centers, and research institutes to discuss successful management models that deal effectively with the problems created by biomedical research activities; to provide the most current information on federal policies; to present current issues and policy changes at NIH.

Issues

- Clinical Trials & Accounting
- Conflict of Interest
- Misconduct
- Liability
- Legislation
- Human Subjects
- Technology & Material Transfer
- Ethics

The registration fee of \$275 includes two continental breakfasts, two luncheons, reception and refreshment breaks.

A National Conference Sponsored by
The National Council of
University Research Administrators
One Dupont Circle, Suite 220
Washington, D.C. 20036

For more information, call (202) 466-3894.

FACULTY SEMINARS ABROAD

Overseas Professional Development Seminars 1992-3

1. Moscow and St. Petersburg, Russia June 13 - 27, 1992
"Rebirth of Russia" Estimated cost is \$2,350 for homestay and \$2,650 for hotel, including airfare from New York
2. Caracas and Canaima, Venezuela May 31 - June 7, 1992
"Social Cultural and Environmental Aspects of Venezuelan Development" Estimated cost is \$1,500, including airfare
3. Mexico City and Querétaro, Mexico Sept. 28 - Oct. 4, 1992
"Mexico Today" Estimated cost is \$1,400, plus airfare
4. Berlin and Potsdam, Germany October 3 - 10, 1992
"Berlin at the Crossroads of History, Geopolitics and Economics" Estimated cost is \$1,695, including airfare
5. Seville and Lisbon, Spain and Portugal March 4 - 13, 1993
"Spain and Portugal: 1993 and Beyond" Estimated cost is \$1,250, plus airfare

For registration information, contact
College Consortium for
International Studies (CCIS)
301 Oxford Valley Road, Suite 203B
Yardley, PA 19087
(215) 493-4224

CALL FOR PAPERS

10th International Conference On New Concepts in Higher Education

Sponsored by:
International Council for Innovation
in Higher Education

Hosted by:
Universitat Iberoamericana A.C.

Presentations of interest to university administrators, scholars and educators are invited.

December 7 - 10, 1992 • Mexico City, D.F.

For further information and registration details, write:

Dr. Erwin Waschnig, Executive Director
ICIE, c/o CSM
1201 Bloor St. E., Ste. 1003
Toronto, Ontario, Canada M4W 3M5
PH: (416) 960-3805 FAX: (416) 960-0780

Coming Events

Continued From Preceding Page

- 5-8: Humanities. "The Spanish Jews and the Expulsion of 1492," research conference, National Endowment for the Humanities, University of Southern California, Los Angeles. Contact: Moshe Lazar, Comparative Literature Program, University of Southern California, Los Angeles 90089-0333; (213) 740-0103.
- 5-8: Student personnel. Conference, Northwest Association of College and University Housing Officers, Southern Oregon State College, Ashland, Ore. Contact: Kay Rich, (503) 676-2971.
- 5-8: Student personnel. Workshop on student-success courses, College Survival Inc., Washington. Contact: CSI, 2650 Jackson Boulevard, Rapid City, S.D. 57702; (605) 328-8323, fax (605) 343-7533.

Deadlines

A symbol (s) marks items that have not appeared in previous issues of The Chronicle.

FELLOWSHIPS

- March 31: International studies. Applications for research fellowships in the former republics of the U.S.S.R. and in non-European regions of the Russian Republic. Contact: International Research and Exchanges Board, 126 Alexander Street, Princeton, N.J. 08540-7102; (609) 683-9500, fax (609) 691-1111.

- March 31: Children's literature. Applications for research fellowships in the field of the Grummond Collection. Contact: Dee Jones, de Grummond Collection, Southern Station Box 548, University of Southern Mississippi, Hattiesburg, Miss. 39406-5148; (601) 266-4349.

- March 31: German studies. Applications from young scholars for postdoctoral resident fellowships for studies in the social sciences. Contact: Bosch Younger Scholars Program in the Social Sciences, American Institute for Contemporary German Studies, Johns Hopkins University, Suite 350, 11 Dupont Circle, Washington 20036; (202) 332-9312.

- March 31: Community service. Applications for grants for graduate traineeships in energy-related science and engineering disciplines. Contact: Donna J. Prokop, Education Programs Manager, Office of University and Science Education Programs, Office of Energy Research, U.S. Department of Energy, Washington 20585; (202) 586-8949. (For further information, see *Federal Register*, February 11, page 4,994.)

- April 1: Engineering and government. Applications for participation in the American Society of Mechanical Engineers' Federal Government Fellowship Programs, in which fellows work with the staff of a Congressional committee, U.S. Senator or Representative, in the White House, Office of Science and Technology Policy, Technology Administration during 1992-93. Contact: Robert W. American Society of Mechanical Engineers, Suite 906, 1828 L Street, N.W., Washington 20036; (202) 785-3756, fax (202) 429-9417.

- April 1: Adult education. Applications for fellowships for research on "Adult Learning, Assessment, and Retention." Contact: Study Research, National Center on Adult Learning, Empire State College of State University of New York, One Union Avenue, Saratoga Springs, N.Y. 12866; (518) 587-2100, ext. 287.

- April 1: Africa. Applications for postdoctoral fellowships for research in West African history and culture. Contact: Sheri Price, Council of American Overseas Research Centers, Suite 3123, 1100 Jefferson Drive, S.W., Washington 20006.

- April 1: Black studies. Applications for the Letitia Woods Brown Graduate Fellowship in African-American History and Culture. Contact: Graduate School of Arts and Sciences, George Washington University, Phillips Hall 212, Washington 20032; (202) 994-6210.

- April 1: Humanities. Applications for fellowships for Spring 1993. Contact: Virginia Center for the Humanities, 145 Ednam Drive, Charlottesville, Va. 22903-3207; (804) 924-3296.

- April 1: Research libraries. Applications for summer internships for graduate students in the humanities or social sciences who are interested in careers as archivists or librarians in special collections research libraries. Contact: Beth Carroll-Horrocks, Assistant Librarian, Manuscript Librarian, American Philosophical Society Library, 105 South Fifth Street, Philadelphia, Pa. 19106; (215) 440-3409.

- April 15: Engineering and science. Applications for resident, cooperative, and postdoctoral research associateships with federal research agencies or research institutions. Contact: Office of International Education, Room 404-B, 555 New Jersey Avenue, S.W., Washington 20001; (202) 724-6641.

- April 15: German studies. Applications for fellowships for resident, summer, research, contact: American Institute for Contemporary German Studies, Johns Hopkins University, Suite 350, 11 Dupont Circle, Washington 20036; (202) 332-9312.

- April 15: Health physics. Applications from faculty members in health physics and related technical areas for awards for research in applied health physics. Contact: Health Physics Faculty Research Award Program, Science/Engineering Education Division, Attention: Rhonda Sullivan, Oak Ridge Associated Universities, P.O. Box 117, Oak Ridge, Tenn. 37831-0117; (615) 576-1087.

- April 15: International studies. Applications from teachers of Spanish for summer fellowships for study in Spain. Contact: Jill Fischer, Global Campus, 106 Nicholson Hall, 216 Pilgrimage Drive, S.E., University of Minnesota, Minneapolis 55455.

- April 27: Education research. Applications from individuals for fellowships for research in the Department of Education's Office of Educational Research and Improvement. Contact: Jeffrey Gilmore, Department of Education, Office of Educational Research and Improvement, Room 615, 555 New Jersey Avenue, S.W., Washington 20208-5647; (202) 219-2243. (For further information, see *Federal Register*, February 7, pages 4,796-7.)

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GRANTS

March 23: Community service. Applications for grants under the National and Community Service Act of 1990. Contact: Commission on National and Community Service, P.O. Box 33119, Washington 20033; (202) 724-0600, fax (202) 724-0606.

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March 31: Energy research. Applications for grants for graduate traineeships in energy-related science and engineering disciplines. Contact: Donna J. Prokop, Education Programs Manager, Office of University and Science Education Programs, Office of Energy Research, U.S. Department of Energy, Washington 20585; (202) 586-8949. (For further information, see *Federal Register*, February 11, page 4,994.)

March 31: Humanities. Applications for grants for studies "that examine prevailing assumptions about human beings and their social systems." Contact: Rolfe May Center for Humanistic Studies, Saybrook Institute, 1501 Saybrook Street, Saybrook, Conn. 06488.

April 1: Humanities. Applications for grants for higher-education programs in the humanities. Contact: Division of Education Programs, National Endowment for the Humanities, Room 302, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0380.

April 1: Humanities. Applications for grants to conduct institutes in the humanities during summer 1993. Contact: National Endowment for the Humanities, Room 316, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0463.

April 1: Humanities. Applications from national organizations and learned societies to pursue research in the United States and abroad on foreign cultures and to collaborate with foreign colleagues. Contact: National Endowment for the Humanities, Room 318, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0204.

April 3: Bilingual education. Applications for grants under the Developmental Bilingual Education Program. Contact: Socorro Lara or Rebecca Richey, Department of Education, 400 Maryland Avenue, S.E., Room 5066, Switzer Building, Washington 20202-6641; (202) 732-5700. (For further information, see *Federal Register*, January 30, 1992, page 5,618-9.)

April 15: Women. Applications for small grants for postdoctoral research using the Henry A. Murray Research Center, a repository of social and behavioral-sciences data for the study of lives over time with a special focus on the lives of women. Contact: Murray Research Center, Radcliffe College, 10 Garden Street, Cambridge, Mass. 02138; (617) 495-8140.

April 24: Metrology. Applications for the Program. Contact: Doris White, Grant Coordinator, Brown & Sharpe Manufacturing Company, 400 Division, Precision Park, North Kingstown, R.I. 02852; (401) 886-7382.

April 28: Library technology. Applications for grants under the College Library Technology and Cooperation Grants Program. Contact: Neal A. Kueke, Department of Education, Room 404-B, 555 New Jersey Avenue, S.W., Washington 20001; (202) 724-6641.

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20208-5571; (202) 219-1071. (For further information, see *Federal Register*, January 11, page 4,994.)

INSTITUTES, WORKSHOPS

April 1: Continuing education. Applications for participation in the Institute for Management of Lifelong Learning, held in June in Cambridge, Mass. Contact: Institute for Management of Lifelong Learning, Harvard University, 330 Brookline Avenue, Cambridge, Mass. 02138; (617) 495-3572.

April 1: Management. Applications for participation in the Institute for Management of Lifelong Learning, held in June in Cambridge, Mass. Contact: Institute for Management of Lifelong Learning, Harvard University, 330 Brookline Avenue, Cambridge, Mass. 02138; (617) 495-3572.

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leg. Savannah, Ga. 31404; (912) 356-2208.

April 10: Assessment. Proposals for possible presentations at an international conference, "Assessing Quality in Higher Education," to be held in July in Enschede, the Netherlands. Contact: Trudy W. Banta, Director, Center for Assessment Research and Development, 1819 Andy Holt Avenue, Knoxville, Tenn. 37996-4350; fax (615) 974-2712.

April 20: Illinois. Proposals for possible presentations at an annual symposium on Illinois history, to be held in December in Springfield, Ill. Contact: Norcen O'Brien-Davis, Office of Research and Education, Illinois Historic Preservation Agency, Union Station, 500 East Madison Street, Springfield, Ill. 62701; (217) 785-7952.

April 25: Communal societies. Proposals on the theme "Utopian Communities: Rural and Urban Patterns of Settlement and Life," for possible presentations at the annual conference of the Communal Studies Association, to be held in October in Nauvoo, Ill. Contact: Robert Sutton, Department of History, Western Illinois University, Macomb, Ill. 61455; (309) 298-1053.

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